

Agenda

California
Commission on
Teacher Credentialing

February 3-4, 1999
Commission Offices
1900 Capitol Avenue
Sacramento, CA 95814-4213

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WEDNESDAY, February 3, 1999

Commission Office

1. Closed Session - Closed (Chair Norton) **1:00 p.m.**

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

2. Appeals and Waivers Committee (Committee Chair Harvey)

- A&W-1 Approval of the Minutes
- A&W-2 Appeal of Credential Requirements
- A&W-3 Reconsideration of Waiver Denials
- A&W-4 Waivers: Consent Calendar
- A&W-5 Waivers: Conditions Calendar
- A&W-6 Waivers: Denials Calendar

THURSDAY, February 4, 1999

Commission Office

1. General Session (Chair Norton) **8:00 a.m.**

- 2.
- GS-1 Roll Call
 - GS-2 Pledge of Allegiance
 - GS-3 Approval of the January 1999 Minutes
 - GS-4 Approval of the February Agenda
 - GS-5 Approval of the February Consent Calendar
 - GS-6 Annual Calendar of Events
 - GS-7 Chair's Report
 - GS-8 Executive Director's Report
 - GS-9 Report on Monthly State Board Meeting

2. Legislative Committee of the Whole

-  LEG-1 Bill Language for the Commission-Approved Legislative Concept
-  LEG-2 (1) Legislative Concept Related to Two-Year Preliminary Credentials (2) Legislative Concept Related to Clinical or Rehabilitative Services Credential
-  LEG-3 Analysis of Bills of Interest to the Commission

LEG-4 Governor's Education Proposal

3. Fiscal Planning & Policy Committee of the Whole (Committee Chair Veneman)

 **FPPC-1** Second Quarter Report of Revenues and Expenditures for Fiscal Year 1998-99

 **FPPC-2** Report on the Governor's Budget for 1999-2000

4. Preparation Standards Committee of the Whole (Committee Chair Sutro)

 **PREP-1** Approval of Subject Matter Programs by Colleges and Universities

 **PREP-2** Pre-Intern Program Development Needs: Policy Issues and Options for the Commission to Resolve

PREP-3 U.S. Office of Education, Office of Bilingual Education and Minority Languages Affairs, Title VII Career Ladder Grant Proposal

 **PREP-4** Draft Report to the Legislature of the Study of the Effectiveness of the Education Specialist District Intern Pilot Program in the Los Angeles Unified School District

5. Credentials and Certificated Assignments Committee of the Whole (Committee Chair Dauterive)

 **C&CA-1** Proposed Amendments to Title 5 Regulations Related to Examination Score Validity

C&CA-2 Consideration of an Eminence Credential Application Submitted by Grant Joint Union High School District

 **C&CA-3** Proposed Amendments and Additions to Title 5 Regulations Concerning Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments

 **C&CA-4** Proposed Additions to Title 5 Regulations Related to Authorizations to Teach Reading

 **C&CA-5** A Report on Issues Related to Consideration of Credential Waiver Requests

6. Public Hearing

1:30 p.m.

 • Proposed Amendment to Section 80499 of Title 5 Regulations Related to Adding a Teaching Authorization by Examination

 • Proposed Amendment to Sections 80023.1, 80024.1, 80024.2, 80024.2.1, 80024.3, 80024.3.1, 80024.3.2, 80024.4, 80024.5, 80024.6, 80024.7, 80024.8, 80026, 80026.1, 80026.4, and 80026.6 Related to Emergency Permits

7. Performance Standards Committee of the Whole (Committee Chair Katzman)

 **PERF-1** Potential Award of a Contract for (a) Development of Teaching Performance Expectations for California Preliminary (Level I) Teaching Credential Candidates, and (b) Review and Potential Revision of the Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

 **PERF-2** Proposed Schedule for the Reporting of Examination Results

 **PERF-3** Options and Eligibility Requirements for Beginning Teachers in a Learning to Teach System

8. Reconvene General Session (Chair Norton)

GS-10 Report on the Appeals and Waivers Committee

GS-11 Report of Closed Session Items

GS-12 Commissioners Reports

GS-13 Audience Presentations

GS-14 Old Business

•Quarterly Agenda for February, March & April 1999

GS-15 New Business

GS-16 Adjournment

NEXT MEETING
March 3-4, 1999
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: LEG-1

Committee: Legislative

Title: Bill Language for the Commission-Approved Legislative Concepts

✓ Action

Prepared by: Rod Santiago

Office of Governmental Relations

Bill Language For The Commission-Approved Legislative Concepts

At the November 1998 meeting staff brought eight legislative concepts before the Commission for their review and approval. Each of these concepts was approved by the Commission with the exception of the interstate agreement which was tabled. The bill language for these concepts is presented here for the Commission's review, modification, and/or approval.

Concept 1 Increase Funding for the Paraprofessional Teacher Training Program

This concept has been included in the Budget Bill in the amount of \$10 million.

Concept 2 Modify the Cap on Per Intern Expenditures for the Alternative Certification Program

Education Code Section §44386.

From funds appropriated for the purposes of this article, the Commission on Teacher Credentialing shall award incentive grants to qualifying school districts or county offices of education. Each school district or county office of education that receives a grant shall provide matching funds from any available source in an *the* amount equal to 50 percent of *one thousand five hundred dollars (\$1500) toward* the cost of the alternative certification program. Grants shall be awarded by the commission for the remaining 50 percent of the cost of the alternative certification program, but in no event shall the grant amount awarded to any school district or county office of education exceed one thousand five hundred dollars (\$1,500) *two thousand five hundred dollars (\$2,500)* per intern per year, except that the commission may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases. *Commencing with the 2000-01 fiscal year and each fiscal year thereafter, that amount shall be adjusted by the inflation factor set forth according to Section 42238.1.*

Concept 3 Establish An Appropriate Fee Level for the CBEST Examination

44252.5. (a) The commission shall administer the state basic skills proficiency test pursuant to Sections 44227, 44252, and 44830 in accordance with rules and regulations adopted by the commission. The adopted rules and regulations shall be promulgated by the commission before January 1, 1983, and shall be exempt from the requirements of Section 44232. A fee shall be charged to individuals being tested to cover the costs of the test, including the costs of developing, administering, and grading the test. The commission shall establish the amount of this fee. However, the fee shall not exceed thirty dollars (\$30) in the 1982-83 fiscal year, thirty-five dollars (\$35) in the 1983-84 fiscal year, and forty dollars (\$40) in subsequent fiscal years. *Within the limits set forth in this chapter, the commission may establish and collect fees to recover its costs for the development, administration, and grading of the state basic skills proficiency test adopted by the commission to implement the provisions of this chapter, unless the costs are recovered by appropriations from another source of funds.*

(b) The commission may enter into agreements with other states permitting the use of the state basic skills proficiency test as a requirement for the issuance of credentials or for teacher preparation program admission in those other states, provided that the use would advance the interests of the State of California

and that the other states reimburse the Teacher Credentials Fund for a proportionate share of costs of the development and administration of the test.

(c) Any individual who passes the state basic skills proficiency test, as adopted by the Superintendent of Public Instruction, shall be considered proficient in the skills of reading, writing, and mathematics, and shall not be required to be retested by this test for purposes of meeting the proficiency requirements of Sections 44227, 44252, and 44830.

(d) Any individual who passes one or more components of the state basic skills proficiency test in the subjects of basic reading, writing, or mathematics, shall be deemed to have demonstrated his or her proficiency in these subject areas and shall not be required to be retested in these subjects during subsequent test administrations.

Concept 4 Clean-Up Legislation for AB 496 (Lempert)

Section 44402.5 is added to the Education Code as follows:

Section 44402.5. No later than June 30, 2000, the California Student Aid Commission shall assume responsibility for administering the recovery of loan repayments from noncompliant participants in the California Mathematics Initiative for Teaching, according to subdivision (g) of Section 44402. The Commission on Teacher Credentialing shall provide to the Student Aid Commission all information available and required for the recovery of funds by the Student Aid Commission pursuant to this provision. The Student Aid Commission shall, by January 1, 2004, provide an independent report to the education policy committees of the Legislature, the office of the Legislative Analyst, and the Department of Finance regarding the recovery of such loan repayments.

Section 44404 of the Education Code is amended to read:

Section 44404. (a) A grant recipient shall expend not more than 6.5 percent of the grant funds received pursuant to this article for purposes of local program administration and management.

(b) Commencing with the 1999-2000 fiscal year, the commission shall not expend more than 5 percent of the amount approved to it for purposes of this chapter.

c) Commencing on July 1, 2000, percent of the amount appropriated to the commission for administration of this Chapter shall be reappropriated to the Student Aid Commission for the purposes of administering recovery of loan repayments, and preparation of the independent report to the Legislature, the Legislative Analyst and the Department of Finance, pursuant to Section 44402.5.

Concept 5 Provide for Technical Clean-Up of Statutes Governing

a) RICA Exam Requirements

44283.2. (a) Commencing on January 1, 2000, prior to the initial issuance of a specialist teaching credential in special education pursuant to Section 44265, except as provided in subdivision (b) an applicant for the credential shall be required to demonstrate that he or she passed the reading instruction competence assessment developed pursuant to Section 44283.

(b) This section shall not apply to an applicant for an Early Childhood Special Education Certificate or an *Early Childhood Special Education Credential*, which authorizes the holder to provide educational services to children from birth through prekindergarten who are eligible for early intervention special education and related services.

b) Demonstration of Computer Competency

Add Education Code §44253 to read:

The adequacy of basic competency in the use of computers in the classroom, as set forth in Section 44259, shall be determined by:

(a) the successful completion of a commission-approved program or course, or

(b) the successful passage of an assessment that is developed, approved and administered by the commission.

Amend Education Code §44253 to read:

The commission may issue preliminary multiple or single subject teaching credential, for a period not to exceed two years, to any applicant qualifying under Section 44227 pending completion of the

requirements in subdivision (a), (b), or (c), or (d), or to any applicant for a designated subjects teaching credential pending completion of the requirement in subdivision (c).

(a) A commission-approved subject matter preparation program or examination to verify subject matter competence.

(b) A course or examination on the teaching of reading.

(c) A course or examination on the provisions and principles of the United States Constitution.

(d) A commission-approved program, course, or examination in the use of computers in the classroom, as set forth in Section 44259.

Amend Education Code §44227 to read:

44227. (a) The commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the commission, to recommend to the commission the issuance of credentials to persons who have successfully completed those programs.

(b) Notwithstanding any provision of law to the contrary, the commission may approve for credit any coursework completed for credential purposes or for step increases in programs offered in California by out-of-state institutions of higher education that meet the requirements prescribed by Section 94761 only if the program of courses is offered by a regionally accredited institution and evidence of satisfactory evaluation by both that accrediting body and the Western Association of Schools and Colleges is submitted by the out-of-state institution to the commission for purposes of seeking approval of the program and any courses within that program for the purposes of obtaining a credential in California.

(c) Out-of-state applicants shall meet the following requirements for the preliminary multiple or single subject teaching credential:

(1) A baccalaureate or higher degree from an accredited institution of postsecondary education.

(2) The completion of a teacher training program approved by the applicable state agency.

(3) The verification of subject matter competence either through an examination, or by the completion of an approved program or the equivalent of an approved program.

(4) The completion of a course or examination on the various methods of teaching reading.

(5) Passage of the state basic skills proficiency test.

(6) The completion of a course or an examination on the United States Constitution.

(7) Commencing January 1, 2000, successful completion of a commission-approved program, course or examination in the use of computers in the classroom, as set forth in Section 44259.

(d) Out-of-state applicants shall meet the following requirements for the clear multiple or single subject teaching credential:

(1) A fifth year of study.

(2) The study of education, including the study of physiological and sociological effects of the abuse of alcohol, narcotics, drugs, and tobacco.

(3) The completion of the study and practice of methods of teaching individuals with exceptional needs.

(e) The commission shall assess the records of out-of-state teachers who have been granted a five-year preliminary credential for purposes of determining any additional coursework that may be required as a condition for the issuance of a clear credential. The assessment shall determine the equivalency of out-of-state coursework in comparison to California coursework requirements, and, where applicable, shall specify additional coursework to be taken. In determining the equivalency of out-of-state coursework to California requirements, the commission shall do all of the following:

(1) Accept a master's degree or higher degree from an accredited postsecondary educational institution

demonstrating completion of an educationally related and organized program involving at least 30 semester units of postbaccalaureate coursework from an accredited postsecondary educational institution for purposes of meeting the fifth year of study requirement.

(2) Upon direct application, grant a clear credential if the out-of-state teacher has met the requirements of paragraphs (1) to (3), inclusive, of subdivision (d).

(3) Notify the out-of-state teacher who has completed the fifth year equivalency requirement, but who has not met the requirements of paragraph (2) or (3) of subdivision (d), that upon the submission of verification that he or she has completed these requirements, he or she may submit an application to the commission for a clear credential.

(4) Notify out-of-state applicants who have not completed the fifth year of study requirement that they must obtain an evaluation of a postsecondary educational institution with an approved fifth year program. If there is a significant difference of opinion as to the content or units credited to out-of-state coursework, either the applicant or the postsecondary educational institution may solicit the opinion of the commission. Upon the completion of the coursework specified in the postsecondary educational institution's evaluation, the institution may recommend the applicant for a clear credential.

(f) If an applicant is unable to secure the recommendation of a postsecondary educational institution for the issuance of a clear credential, the applicant may submit a direct application to the commission documenting that he or she has completed all of the requirements for a clear credential. If the commission determines that all of the requirements have been met, the commission shall grant the clear credential.

(g) This section shall become operative on January 1, 1997.

c) Eligibility to Serve As Supervisors/Program Directors of Child Development Programs

8360.1. Except as waived under Section 8242 and except as stated in Section 18203 of Title 5 of the California Code of Regulations regarding program directors in schoolage community child care services programs, any entity operating child care and development programs providing direct services to children, as defined in Section 8244, at two or more sites, shall employ a program director who possesses one of the following:

(a) A permit issued by the Commission on Teacher Credentialing authorizing supervision of a child care and development program operating in multiple sites.

(b) A permit issued by the Commission on Teacher Credentialing authorizing instruction in a child development program, six semester units of coursework in preschool administration, and serving as a site supervisor in a child development program prior to February 1, 1997.

(b) (c) Any person who meets the following criteria is eligible to supervise a child care and development program operating in multiple sites and serve in an instructional capacity in a child care and development program:

(1) Possesses a current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school or a single subject credential in home economics.

(2) Six units in administration and supervision of early childhood education or child development, or both. The requirement set forth in this paragraph does not apply to any person who was employed as a program director prior to January 1, 1993, in a child care and development program receiving funding under this chapter.

(3) Twelve units in early childhood education or child development, or both, or at least two years' experience in early childhood education or a child care and development program.

(c) (d) A waiver issued by the Superintendent of Public Instruction pursuant to Section 8244.

This section shall become operative on January 1, 1997.

Concept 6 Create a Pilot Program to Fund the Costs of Alternative Certification for Driver Training

SECTION 1. The sum of one hundred twenty-five thousand dollars (\$125,000) is hereby appropriated from the Teacher Credentials Fund to the Commission on Teacher Credentialing to be distributed to school

districts maintaining one or more high schools for the purpose of funding model programs that offer subject matter coursework that is approved by the commission and designed to meet the requirements for the preliminary designated subjects credential in driver education and training as authorized by Section 44260.7 of the Education Code. No more than five percent of the moneys appropriated by this bill may be expended for the administrative costs of implementing the model programs funded by this section.

Concept 7 Clean-Up Statutes Governing Professional Discipline

Amend Education Code section 44010 to read:

44010. "Sex offense," as used in Sections 44020, 44237, 44346, 44425, 44436, 44836, 45123, and 45304, means any one or more of the offenses listed below:

(a) Any offense defined in Section 220, 261, 261.5, 262, 264.1, 266, 266j, 267, 285, 286, 288, 288a, 289, **311.1, 311.2**, 311.3, 311.4, **311.10, 311.11**, 313.1, 647b, 647.6, or former Section 647a, subdivision (a), (b), or (c) of Section 243.4, subdivisions (b), (c), and (d) of Section 311.2, or subdivision (a) or (d) of Section 647 of the Penal Code.

(b) Any offense defined in former subdivision (5) of former Section 647 of the Penal Code repealed by Chapter 560 of the Statutes of 1961, or any offense defined in former subdivision (2) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961, if the offense defined in those sections was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961.

(c) Any offense defined in Section 314 of the Penal Code committed on or after September 15, 1961.

(d) Any offense defined in former subdivision (1) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961 committed on or after September 7, 1955, and prior to September 15, 1961.

(e) Any offense involving lewd and lascivious conduct under Section 272 of the Penal Code committed on or after September 15, 1961.

(f) Any offense involving lewd and lascivious conduct under former Section 702 of the Welfare and Institutions Code repealed by Chapter 1616 of the Statutes of 1961, if that offense was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961.

(g) Any offense defined in Section 286 or 288a of the Penal Code prior to the effective date of the amendment of either section enacted at the 1975-76 Regular Session of the Legislature committed prior to the effective date of the amendment.

(h) Any attempt to commit any of the above-mentioned offenses.

(i) Any offense committed or attempted in any other state which, if committed or attempted in this state, would have been punishable as one or more of the above-mentioned offenses.

(j) Any conviction for an offense resulting in the requirement to register as a sex offender pursuant to Section 290 of the Penal Code.

(k) Commitment as a mentally disordered sex offender under former Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of the Welfare and Institutions Code, as repealed by Chapter 928 of the Statutes of 1981.

Concept 8 Proposed Legislation to Increase the Supply of Fully Credentialed Teachers and Decrease Reliance on Emergency Permits

SEC. 1. The Legislature finds that the most important education variable in student achievement is a fully prepared classroom teacher. The Legislature declares that research clearly demonstrates that low-achieving students perform at levels equal to their peers when they are placed in classrooms with teachers who have completed state-approved preparation programs. The Legislature intends to build upon systematic efforts over the past several years to strengthen teacher recruitment and retention, to the end that every student in a California public school classroom is taught by a fully prepared teacher. The Legislature intends, through the annual Budget process to maintain and expand as appropriate, state programs designed to expand the pool of prospective teachers, strengthen the pipeline into teaching and remove unnecessary

barriers to teaching careers. Current programs include the Paraprofessional Teacher Training Program, the Alternative Certification Program, the California Center for Teaching Careers, the Assumption Program of Loans for Educators, the Cal T grant program for teacher candidates, and the California Mathematics Initiative. The Legislature also intends to continue to expand the capacity of public institutions of higher education to enroll additional teacher candidates in approved teacher preparation programs, until these efforts result in enough fully prepared teachers to meet the needs of all California schools and classrooms.

SEC.2. The Commission on Teacher Credentialing shall report to the Legislature and the Governor by January 10 of each year on the number of classroom teachers who received credentials, internships, and emergency permits in the previous fiscal year. This report will include the number of classroom teachers recommended for credentials by institutions of higher education; the number recommended by school districts operating district internship programs; the number receiving an initial credential based on a program completed outside of California; and the number, by county, serving on emergency permits. The report will identify specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits. The commission shall make the annual report to the Legislature available to school districts and county offices of education to assist them in the recruitment of credentialed teachers.

SEC. 3. The Commission on Teacher Credentialing shall approve a school district request for the assignment of a less than fully prepared teacher, provided that the district has complied with the requirement to make every effort to recruit a fully prepared teacher for the assignment. If a fully prepared teacher is not available to the district, the district shall make every effort to recruit an individual for the assignment, in the following order: (1) a candidate who will complete initial preparation requirements within a matter of months; (2) a candidate who is enrolled in an approved internship program in the region of the school district. Districts may request approval for the assignment of a person who does not meet these criteria as a last resort, when fully prepared teachers, teachers near completion of a preparation program, and teachers enrolled in a preparation program are not available. As the supply of teaching interns increases as a result of Legislative efforts to expand the Alternative Certification program, the Commission shall notify school districts that state policy directs the assignment of interns to classrooms when available in a given region, with decreased reliance on persons serving on emergency permits or credential waivers. As the supply of fully prepared teachers increases as a result of the Legislature's efforts to recruit and retain qualified teachers for California classrooms, the Commission shall notify school districts that state policy directs the assignment of fully prepared teachers to California classrooms, with the use of permits or waivers only when districts are geographically isolated from teacher preparation programs, or in the case of unanticipated, short-term need for the assignment of personnel.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: LEG-2

Committee: Legislative

Title: (1) Legislative Concept Related to Two-Year Preliminary Credentials for Out-of-State Trained Special Education Teachers (2) Legislative Concept Related to the Clinical or Rehabilitative Services Credential

✓ Action

Prepared by: Rod Santiago

Office of Governmental Relations

Legislative Concept Related to Two-Year Preliminary Credentials for Out-of-State Trained Special Education Teachers

Summary: This agenda item offers for Commission consideration a legislative concept for 1999.

Policy Question: Should the Commission sponsor a legislative measure in 1999 to address this issue?

Staff Recommendation: Staff recommends that the Commission pursue the legislative concept addressed here. Staff further recommends that the concept be placed into the Commission's omnibus clean-up legislation.

Legislative Concept: This proposed concept would allow the Commission to issue a two-year preliminary credential to an out-of-state special education teacher. Currently the Commission may do so only for multiple and single subject applicants, while the special education teachers may only qualify for an emergency permit until regular education courses are completed. This concept would further ease the route into California for credentialed special educators.

Proposed Bill language:

Amend Education Code §44253 to read:

The commission may issue a preliminary multiple or single subject teaching credential, for a period not to exceed two years, to any applicant qualifying under Section 44227 pending completion of the requirements in subdivision (a), (b), or (c), or to any applicant for a designated subjects teaching credential pending completion of the requirement in subdivision (c), *or to any out-of-state trained applicant for an Education Specialist Instruction Credential qualifying under Section 44265 and employment in special education as defined by the commission, pending completion of the requirements in subdivision (a), (b), (c), (d), and (e).*

- (a) A commission-approved subject matter preparation program or examination to verify subject matter competence.
- (b) A course or examination on the teaching of reading.
- (c) A course or examination on the provisions and principles of the United States Constitution.
- (d) A course in non-special pedagogy.
- (e) An instructional experience in non-special education.

Legislative Concept Related to the Clinical or Rehabilitative Services Credential

Summary: This agenda item offers for Commission consideration a legislative concept for 1999.

Policy Question: Should the Commission sponsor a legislative measure in 1999 to address this issue?

Staff Recommendation: Staff recommends that the Commission pursue the legislative concept addressed here. Staff further recommends that the concept be placed into the Commission's omnibus clean-up legislation.

Legislative Concept: There is a critical shortage of individuals who hold the Clinical or Rehabilitative Services Credential to provide speech and language therapy services. There are few programs with limited access. The Commission regularly grants waivers of the credential requirements because of the shortages. Individuals who are granted waivers find it impossible to

find programs that operate evening or weekend classes or that have sufficient openings for professional study. One proposal that the Commission has considered is that of allowing school districts to employ well-prepared state licensed speech and language therapists who have passed the CBEST and been cleared of any criminal history. The following language is proposed for this concept.

Proposed Bill Language:

Add the following language to amend the Education Code.

Speech and language services shall be provided by appropriately licensed speech therapists. School districts or county offices of education shall employ for speech and language services individuals who hold a credential issued by the California Commission on Teacher Credentialing authorizing such service or may contract with individuals who hold licenses issued by the Speech-Language Pathology and Audiology Board of the California Department of Consumer Affairs and have earned master's degrees in communication disorders. Individuals employed on licenses issued by agencies other than the commission shall meet the requirements of §44830 and §44332.6 prior to the date of initial employment.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: LEG-3

Committee: Legislative

Title: Analysis of Bills of Interest to the Commission

✓ Action

Prepared by: Rod Santiago

Office of Governmental Relations

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING Adopted February 3, 1995

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 2. The Commission supports legislation which proposes to maintain or establish high standards of fitness and conduct for public school educators in California, and opposes legislation which would lower standards of fitness or conduct for public school educators.**
- 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**
- 6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.**
- 7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**
- 8. The Commission supports legislation that affirms its role as an autonomous teacher standards board, and opposes legislation that would erode the independence or authority of the Commission.**

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	Senate Bill 179
Author(s):	Senator Dede Alpert
Sponsor(s):	Suburban Schools Association
Subject of Bill:	Alternative Teacher Preparation Programs
Date Introduced:	January 13, 1999
Status in Leg. Process:	Introduced
Current CCTC Position:	None

Recommended Position: **Support if Amended**

Date of Analysis: **January 19, 1999**

Analyst(s): **Linda Bond**

Summary of Current Law

Current law authorizes the Commission on Teacher Credentialing to establish minimum requirements for educator preparation programs, including alternative programs such as the District Internship Program and the University Internship Program. Internship programs are designed to offer teacher preparation through "on-the-job training", allowing persons who meet specific requirements (a bachelor's degree, passage of CBEST, and subject matter competency) to obtain a credential while holding a teaching position in the public schools.

Existing state policies also provide for the California Teacher Education Institutes (CTEI), which supports collaborative efforts by local school districts and colleges or universities to implement teacher preparation programs. The CTEI program is funded annually through the Budget Act.

Summary of Current Activity by the Commission

The Commission administers a program of grants to school districts and collaboratives of districts and colleges or universities, through the Alternative Certification Program. This program was expanded in the 1998-99 Budget Year to provide state support for 7300 interns.

The Commission, through the SB 2042 Advisory Panel is reviewing standards and assessments for programs leading to multiple and single subject teaching credentials.

Analysis of Bill Provisions

SB 179 would establish model alternative teacher preparation programs, to the extent that funds are appropriated in the annual Budget Act for the purpose of funding grants to applicant school districts which meet specified requirements.

The proposed model alternative teacher preparation programs would be administered jointly by the Commission on Teacher Credentialing and the Superintendent of Public Instruction, and evaluated by the Commission. To participate, a school district would form a collaborative partnership with one or more institutions of higher education for the preparation of teachers, applying to the Commission for funding. Each applicant district would submit to the commission a proposal that fulfills, at a minimum, specified criteria. The program must be:

- (1) Jointly planned, implemented, and cogoverned by a school district and a university, and involve coteaching of coursework by university faculty and district staff.
- (2) Adhere to the public school calendar, allowing candidates to be oriented to teaching, schools and staff prior to the start of the school year.
- (3) Standards-based, focusing on alternative delivery models that use current technology, such as interactive video, distance learning, multimedia, and computer applications.
- (4) Incorporate student teaching and intern teaching early in the program, with candidates completing a minimum of one year of continual experience in a school setting after the initial preparation begins.
- (5) Bridge the gap between teaching theory and practice. All instructors in the program shall teach in the public school system on a part-time or greater basis and be credentialed to teach in the areas in which they are instructing credential candidates.
- (6) Be designed to prepare teachers to meet the needs of a diverse population.
- (7) Include instruction designed to lead to competency in communication, including communication with pupils of different cultures, languages and values.
- (8) Include a comprehensive dissemination plan for sharing the program with other districts and universities as a basis for possible restructuring of teacher preparation programs.

The bill would require the Commission to evaluate the Model Alternative Programs on or before January 1, 2003, and every three years thereafter. The evaluation must address teacher preparedness of those who receive their preparation under the program, the number of teacher candidates in the programs who apply for and receive a credential, satisfaction of school districts that hire candidates prepared by the program, satisfaction of credential candidates prepared under the program, and a cost-benefit analysis of the value of developing a funding model for alternative teacher preparation programs.

Analysis of Fiscal Impact of Bill

SB 179 would place the Commission in the position of administering, with the Superintendent of Public Instruction, and evaluating a new teacher preparation grant program. The initial version of the measure does not provide for administration or evaluation costs; staff is recommending amendments to address this oversight.

Analysis of Relevant Legislative Policies by the Commission

The following guideline appears to apply to this measure:

6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Organizational Positions on the Bill

This measure is supported by the Association of Suburban Schools

Suggested Amendments

Staff recommends amendments to:

1. Specify that the Commission may expend up to five percent of funds appropriated specifically for this program administration and evaluation.
2. Clarify that the requirement that all proposed Model Alternative Programs be "standards-based" refers to standards for teacher preparation established by the Commission pursuant to SB 2042, standards that are aligned with state expectations for student achievement.
3. Clarify that continual experience in a school refers to classroom observation or instruction.

Reasons for Suggested Position

This measure builds on the recommendations of the SB 2042 Advisory Panel, which encouraged collaboration in teacher preparation. The proposed programs would establish a new relationship between school districts and universities, one that would bring K-12 practitioners together with university faculty to prepare teachers. If the state funds these models, some innovative approaches may emerge. With the proposed amendments, the Commission may want to support this effort by the author of SB 2042.

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	Senate Bill 151
Authors:	Senator Ray Haynes
Sponsor:	Senator Ray Haynes
Subject of Bill:	Qualifications for Professional Clear Teaching Credentials
Date Introduced:	January 6, 1999
Status in Leg. Process:	Introduced
Current CTC Position:	None
Recommended Position:	Seek Amendments
Date of Analysis:	January 19, 1999
Analyst:	Rod Santiago

Summary of Current Law

Current law requires a person to meet certain specified requirements to qualify for a Professional Clear Multiple or Single Subject Teaching Credential. The requirements for this credential include; completion of a teacher preparation program, CBEST, RICA (for multiple subject), teaching of reading, subject matter competence, and a program of beginning teacher induction.

Summary of Current Activity by the Commission

Last year the Commission sponsored, the Legislature passed, and the Governor signed Senate Bill 2042 (Chapter 548, Statutes of 1998, authored by Alpert, Mazzoni). Through the advisory panel established by the bill the Commission is reviewing standards and assessments for programs leading to multiple and single subject teaching credentials. The Commission has also sponsored or supported previous, successful legislation to recruit quality teachers into the California classrooms including last year's AB 1620 (Scott), and SB 824 (Greene), AB 351 (Scott), AB 352 (Scott), AB 353 (Wildman), and AB 838 (Pacheco) from the 1997 legislative session.

Analysis of Bill Provisions

Senate Bill 151 would allow a "candidate for a clear professional multiple or single subject credential" who meets any of the following criteria to obtain a Professional Clear Multiple or Single Subject Teaching Credential:

- 1) Holds a full-service, life California Community College teaching credential in the subject or subjects to be authorized by the credential.
- 2) Has taught the subject or subjects to be authorized by the credential in an accredited institution of higher education for the past 10 years.
- 3) Possesses a graduate degree from an accredited institution and has at least 10 years of professional or vocational experience in the subject or subjects to be authorized by the credential.

Analysis of Fiscal Impact of Bill

The fiscal impact of this bill is unknown. It could substantially increase revenues as well as workload based on the number of individuals who would apply for the professional clear credential by way of the provisions of this bill.

Analysis of Relevant Legislative Policies by the Commission

The following legislative policies appear to apply to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.

3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.

Suggested Amendments

The bill would need to include language to clarify:

- 1) That the Community college credential holder has actually been teaching.
- 2) That the institution of higher education professor and the experienced worker would have some type of experience working with school-aged children.
- 3) That the bill is restricted to the single subject teaching credential.
- 4) That the subjects of the credential obtained would be limited to those subjects identified by the Commission as statewide shortage areas.
- 5) That the person would have to pass CBEST.
- 6) That the individual would need to complete pedagogical training, whether it be through a university or district internship program.

Reason for Suggested Position

It is not clear in the bill whether or not persons who would qualify under the provisions of the bill would be required to have been teaching at the community level or to have any pedagogical training. Staff would like the opportunity to discuss these matters with Senator Haynes and/or his staff.

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	AB 108
Authors:	Assembly Member Kerry Mazzoni
Sponsor:	University of California
Subject of Bill:	Subject Matter Projects
Date Introduced:	December 22, 1998

Status in Leg. Process: Introduced
Current CTC Position: None
Recommended Position: Support
Date of Analysis: January 15, 1999
Analyst: Maureen McMurray

Summary of Current Law

Grants to establish local sites of statewide subject matter projects are available to institutions of higher education, county offices of education and school districts with a subject matter proposal approved by the 9-member Concurrence Committee. In 1998, AB 1734 established a Concurrence Committee to oversee the subject matter projects and reestablished subject matter projects. The project policy board is responsible for setting the specific focus and establishing goals and priorities for the statewide project, setting the guidelines for project sites, reviewing and recommending to the Concurrence Committee site proposals for funding, and monitoring project activities. Once established, each subject matter project is administered by the University of California in cooperation with the California State University, the State Department of Education and other institutions of higher education.

Current law authorizes the California Writing Project, the California Reading and Literature Project, the California Mathematics Project, the California Science Project, the California History-Social Science Project, and the World History and International Studies Project as statewide subject matter projects.

Under existing law the provisions relating to subject matter projects become inoperative on June 30, 2002, and are repealed as of January 1, 2003.

Summary of Current Activity by the Commission

The California Commission on Teacher Credentialing currently has one member that serves on the Concurrence Committee.

Analysis of Bill Provisions

As drafted, this bill would increase the number of members of the Concurrence Committee from 9 to 10 by permitting the Superintendent of Public Instruction to select one representative.

This bill would reestablish two subject matter projects that had previously been eliminated: the California Arts Project and the California Foreign Language Project. This bill would also establish the California Physical Education-Health Project.

This bill provides that these provisions become inoperative on June 30, 2003 and are repealed as of January 1, 2004.

Analysis of Fiscal Impact of Bill

There would be no fiscal impact to the Commission as a result of the provisions of this bill.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 2. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

Suggested Amendments

None.

Reason for Suggested Position

This bill will aid teachers in becoming proficient in the subject area that they are teaching and learn new instructional strategies, which will result in higher student achievement.

Bill Number: AB 31
Author(s): Assembly Member Sarah Reyes
Sponsor(s): Assembly Member Sarah Reyes
Subject of Bill: Education Loan Assumption for Teachers in Rural Areas
Date Introduced: December 7, 1998
Status in Leg. Process: Introduced
Current CTC Position: None
Recommended Position: Support
Date of Analysis: January 20, 1999
Analyst(s): Marilyn Errett and Rod Santiago

Summary of Current Law

Current law establishes an assumption program of loans for education (APLE) under which an applicant enrolled in a participating institution of postsecondary education, or an applicant who agrees to participate in a teacher trainee or teacher internship program is eligible to receive a conditional warrant for loan assumption, to be redeemed upon becoming employed as a teacher. Eligibility for the loan assumption is also defined by the agreement of the individual to obtain a teaching credential in subject areas that are designated as current or projected shortage areas or to provide classroom instruction in schools that serve large populations of students from low-income families. Recipients must serve in these teaching positions for four years for full loan assumption. Existing law provides that the Student Aid Commission is authorized to issue warrants for the assumption of up to 4,500 loans under this program.

The 1998/99 state budget includes funds for full support of the APLE program. Funding for the program was increased from support for 400 awards to support for 4,500 awards.

Summary of Current Activity by the Commission

The APLE program is administered through the office of the Superintendent of Public Education in conjunction with the Student Aid Commission. The Superintendent's office identifies subject areas in which there are existing or projected shortage areas and schools that serve a large population of students from low-income families.

The Commission, while not directly involved in the administration of the loan assumption program, views the APLE program as an integral part of the strategy to increase the number of fully credentialed teachers in California in underrepresented subject areas and in schools with high numbers of teachers serving on the basis of an emergency permit.

Analysis of Bill Provisions

AB 31 would, commencing with the 2000-1 school year, extend the assumption program of loans for education to applicants who agree to provide classroom instruction in school districts serving *rural* areas.

Analysis of Fiscal Impact of Bill

AB 31 will have no fiscal impact on the Commission

Analysis of Relevant Legislative Policies by the Commission

The following guidelines appear to apply to this measure:

3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

Unknown at this early stage.

Suggested Amendments

None

Reasons for Suggested Position

The Commission's *1996-97 Annual Report: Emergency Permits and Credential Waivers* shows a crisis in the need for fully qualified

teachers in California schools. Eleven percent of all teachers in California serve on the basis of an emergency permit or credential waiver. Approximately 15% of the teachers in *rural* districts serve on the basis of an emergency permit or credential waiver. The provisions of AB 31, to extend the assumption program of loans for education to applicants who agree to provide classroom instruction in school districts serving rural areas, will contribute to efforts to lower the current dependence on emergency permits and waivers for staffing classrooms in rural districts.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	SB 142
Authors:	Senator Joe Baca
Sponsor:	Senator Joe Baca
Subject of Bill:	Teacher Corps University Grants
Date Introduced:	January 5, 1999
Status in Leg. Process:	Introduced
Current CTC Position:	None
Recommended Position:	Seek Amendments
Date of Analysis:	January 15, 1999
Analyst:	Maureen McMurray

Summary of Current Law

Under current law the University of California and the California State University and their component campuses have been established and are authorized to provide instruction to their students. Existing law also establishes, under the jurisdiction of the California Commission on Teacher Credentialing (CCTC), subject matter requirements for persons obtaining teaching credentials.

Summary of Current Activity by the Commission

The CCTC approves subject matter standards for teacher preparation programs based upon the advice of CCTC appointed panels. The CCTC's advisory panels are comprised of classroom teachers, university and college faculty and other educators.. The standards are reviewed about every 10 years. Currently the standards for the Multiple Subject credential are being reviewed by the SB 2042 panel.

Analysis of Bill Provisions

As drafted, this bill establishes the Teacher Corps University Grants program under the administration of the CCTC. This program applies to each campus of the California State University and University of California that administers, during the 1998-1999 academic year, a teacher preparation program. This bill provides that every campus that increases its student enrollment in the teacher preparation program by 5% or more, as compared to the previous academic year, is eligible for a Teacher Corps Silver Grant in the amount of \$500,000. Each campus that increases its enrollment in the teacher preparation program by 10% or more, as compared to the previous academic year, is eligible for a Teacher Corps Gold Grant in the amount of \$1,000,000. Each campus that in the 2000-2001 academic year, or a subsequent year, maintains in that academic year an enrollment of students in those programs that is at least 5% higher than the 1998-1999 academic year is eligible for a Teacher Corps Bronze Grant in the amount of \$250,000.

If, in any academic year, there is not sufficient funding to award the full amount of grants earned statewide, the CCTC may reduce the amount of the grants on a pro rata basis. Under this article a campus may not receive more than one grant in any academic year.

Analysis of Fiscal Impact of Bill

The funding for the grants proposed by this measure would become available during each academic year upon appropriation in the annual Budget Act or in another measure.

The CCTC would need to increase its budget in order to hire staff to administer the program. Staff would need to be hired to oversee the report monitoring and the administration of funds.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes**

Suggested Amendments

The staff recommends that the CCTC seek the following amendments:

Add language to the bill that stipulates how all grant money awarded to the college campuses as a result of this chapter is to be used by the college campus. It is unclear as to how the college campus will be able to spend the grant money. Will the money be used for addressing the needs of teacher preparation programs?

Add language that states that the Commission may use up to 5% of the total funds appropriated for this program each year for program administration.

Add language to clarify what reporting mechanism will be used to arrive at the total enrollment numbers. It is not clear if CCTC will need to visit each campus or if each campus would send a report to CCTC.

Reason for Suggested Position

Staff recommends that amendments be sought to fund the increased Commission responsibilities mandated by this measure. Staff suggests that a mechanism is needed to assure that the grant money is used to increase the number of qualified candidates who will complete teacher preparation programs.

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	AB 6
Authors:	Assemblyman Thomas Calderon
Sponsor:	Assemblyman Thomas Calderon
Subject of Bill:	Recruitment and Retention
Date Introduced:	December 7, 1998
Status in Leg. Process:	Introduced
Current CTC Position:	None
Recommended Position:	Seek Amendments
Date of Analysis:	January 15, 1999
Analyst:	Maureen McMurray

Summary of Current Law

1. Current law establishes the California School Paraprofessional Teacher Training Program for the purpose of recruiting paraprofessionals into teacher preparation programs. Existing law requires the California Commission on Teacher Credentialing to establish and operate a resource center regarding programs that encourage military personnel, upon retirement, to enter the teaching profession. Existing law also establishes the California Center on Teaching Careers to recruit qualified individuals into the teaching profession.
2. Current law allows teachers to apply for grant funding for instructional improvement. Existing law requires the State Department of Education to administer a grant program to school districts and county superintendents of schools for in-service training of mathematics teachers of pupils in grades 4 to 12. Existing law, the Standards-based Mathematics Staff Development Act of 1998, requires the State Department of Education to administer a grant program to school districts and county offices of education for fees and materials for mathematics teachers of pupils in grades 4 to 12 to take mathematics courses at accredited institutions of higher education.
3. Existing law authorizes the governing board of each school district to determine the salary for certificated teachers.

Summary of Current Activity by the Commission

1. The California Commission on Teacher Credentialing currently administers the California School Paraprofessional Teacher Training Program. The program currently consists of a total of 13 program sites that serve 600 participants and includes 13 California Community Colleges and 14 California State University campuses. The California Commission on Teacher Credentialing is also responsible for alternative certification programs that encourage retired military personnel to enter the teaching profession. In 1997 the Commission supported legislation that established the California Center for Teaching Careers. In addition, staff of the Commission served on the California Statewide Task Force on Teacher Recruitment. Many of the task force's recommendations have been implemented, however, the recommendation for

teacher recruitment at the high school level has not yet been implemented.

2. SB 1422 recommended that the Commission strengthen and amend the professional growth requirements. SB 2042 requires that professional growth be aligned with the California Standards for the Teaching Profession. The Commission is currently in the process of looking at how to align professional growth with the California Standards for the Teaching Profession.

Analysis of Bill Provisions

As drafted this bill has four major provisions:

1. This bill establishes the Teachers for the Future Program, to be administered by the California State University, to recruit public high school pupils to the teaching profession. To participate in the program, this bill requires the highest priority be given to school districts that employ a large number of certificated staff on emergency permits or waivers and school districts that employ credentialed teachers who have the lowest average number of years of experience as a credentialed teacher.
2. This bill requires, subject to appropriation for this purpose, the State Department of Education to develop a competitive grant program for school districts to enhance the teaching skills of the certificated employees by offering certain incentives to teachers who are required by state law to complete specified training requirements to renew their credentials. This bill requires that an applicant school district develop a list of training courses that is consistent with the skills determined to best meet the needs of the pupils. The applicant school district also determines the rate of reimbursement for certificated employees who take those training courses. The school districts that can demonstrate the highest need for their certificated employees to develop skills necessary to educate the district's population will be given the highest priority in the awarding of grants by the State Department of Education.
3. This bill authorizes in the 1999-2000 fiscal year the governing board of a school district, the county superintendent of schools, or the county board of education to increase the salary of a certificated employee who meets certain criteria requirements by designating \$35,000 as the lowest salary on the salary schedule. This bill provides for reimbursement for the cost of the increase.
4. This bill appropiates \$15,000,000 from the General Fund of which \$5,000,000 is appropriated to the California State University to administer the Teachers for the Future Program and \$10,000,000 is appropriated to the State Department of Education to administer the Credential Renewal Grant Program.

Analysis of Fiscal Impact of Bill

1. The Teachers for the Future Program will have very little to no fiscal impact on the Commission. The California State University will receive \$5,000,000 from the General Fund to administer the Teachers for the Future Program.
2. The Credential Grant Renewal Program will have no fiscal impact on the Commission. The State Department of Education will receive \$10,000,000 from the General Fund to administer the Credential Grant Renewal Program.
3. There is no fiscal impact on the Commission with the increasing of teachers salaries.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

1. **The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
2. **The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Suggested Amendments

Staff suggests that the language, "Priority for the award of grants shall be given to school districts that demonstrate the greatest need for their certificated employees to develop skills necessary to educate the district's population," needs to be clarified.

Reason for Suggested Position/ Staff Comments

There is a high demand for teachers in California due to a number of factors including class size reduction, teacher attrition and an increase in the public school student population. This measure promises to address the demand for teachers by addressing the need for teacher recruitment starting at the high school level.

1. Staff suggests that clarification is needed in the following area:

- Define "demonstration of greatest need."
The need for fully prepared teachers?
The need for teachers prepared in a given subject matter area? (Including familiarity with content in the new state content standards.)
- What are the priorities and what should they be?

Staff notes that under the current language of the bill it is unclear as to how the salaries will be funded.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: FPPC-1

Committee: Fiscal Planning and Policy

Title: Second Quarter Report of Revenues and Expenditures for Fiscal Year 1998-99

✓ Information

Prepared by: John Wahlstrom, Analyst
Fiscal and Business Services

BACKGROUND

As previously scheduled in the Commission's quarterly calendar, staff is presenting the Commission's revenue and expenditure data for the second quarter of the current fiscal year.

FISCAL IMPACT ANALYSIS

The activities associated with the preparation and presentation of this item are included in the baseline budget for the Fiscal and Business Services Section. Therefore, no funding augmentation is needed for this item.

SUMMARY

Enclosed are two tables that depict the Commission's expenditures and revenues for the second quarter of fiscal year 1998-99. To aid in understanding what the various totals mean, Commission staff has compiled the following explanatory notes:

Expenditures

- Most of the annual projections are based on an expected continuation of the second quarter financial trends.
- The "Total Expenditures" column includes actual expenditures plus encumbrances (expenses that the Commission has obligated itself to incur at a future date). Of the \$5.3 million in encumbrances through December 31, 1998, \$5.1 million are anticipated expenses related to examination contracts.
- "Personal Services" costs reflect relatively high amounts of salary savings for (1) new positions that were not established until late August 1998 and (2) new and existing positions that were not filled due to lack of available space in the Commission's former headquarters office building.

Revenue

- Staff initially projected a four percent increase in revenue for the 1998-99 fiscal year. As of the end of December 1998, Teacher Credentials Fund revenue was being received at a rate of six percent over the same period last year, or two percent more than what was projected. Teacher Credentials Fund revenue traditionally is received in higher amounts between July and November of each year and then drops off until the following May.
- Examination revenue in the Test Development and Administration Account is received sporadically throughout the year and generally within four to six weeks after each examination administration. Therefore, having collected only 38 percent of the projected annual revenue is not unusual. However, it should also be noted that examination volumes are lower than what was anticipated at

the beginning of this fiscal year (for example, CBEST volume is currently 11 percent lower than last year).

Table 1

Commission on Teacher Credentialing Fiscal Year 1998/99				
Quarter Ending December 31, 1998	TOTAL AGENCY BUDGET	TOTAL EXPENDITURES TO DATE	PERCENT EXPENDED	AVAILABLE BALANCE
PERSONAL SERVICES	8,787,778	3,813,212	43.38%	4,976,566
OPERATING EXPENSES & EQUIPMENT	16,120,222	9,029,694	56.01%	7,090,528
TOTAL PROGRAM COST	\$24,910,000	\$12,842,905	51.56%	\$12,067,095

Table 2

Commission on Teacher Credentialing Fiscal Year 1998/99			
Quarter Ending December 31, 1998	Annual Projection	Revenue Received to Date	Percent of Projection
TEACHER CREDENTIALS FUND (407)	\$14,500,000	\$8,823,063	60.8%
TEST DEVELOPMENT AND ADMINISTRATION ACCOUNT (408)	\$8,423,000	\$3,246,559	38.5%
Grand Total	\$22,923,000	\$12,069,622	52.7%



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: FPPC-2

Committee: Fiscal Planning and Policy

Title: Report on the Governor's Budget for 1999-2000

✓ Information

Prepared by: John Wahlstrom, Analyst
Fiscal and Business Services

BACKGROUND

On January 8, 1999, Governor Gray Davis submitted to the Legislature his proposed budget for the 1999-2000 fiscal year. This agenda item is intended to advise the Commissioners of the salient points of the Commission's portion of that budget.

FISCAL IMPACT ANALYSIS

The activities associated with the preparation and presentation of this item are included in the baseline budget for the Fiscal and Business Services Section. Therefore, no funding augmentation is needed for this item.

SUMMARY

1. Proposed Budget (Dollars in thousands)

	1998/99	Proposed	Difference	
Total Budget	\$ 52,126	\$ 59,125	\$ 6,999	(12%)
State Operations	\$ 25,998	\$ 22,948	\$ 3,050	(-12%)
Local Assistance	\$ 26,128	\$ 36,177	\$10,049	(28%)
Positions	171.6	177.1	5.5	(3%)

2. Budget Highlights

Governor's Initiatives:

- The Paraprofessional Teacher Training Program (PTTP) will receive an augmentation of \$10 million, bringing the total local assistance funding to \$11,478,000. Of the additional funding, \$6.6 million would come from the General Fund (Proposition 98) and \$3.4 million would come from federal Goals 2000 funds. Since Goals 2000 funds are administered by the California Department of Education, the Commission would enter into an interagency agreement and receive the money as a reimbursement.
- As an incentive to first-time teachers, the Governor has proposed waiving their credential fee. To ensure that Commission operations would not be affected by this loss of revenue, the budget contains an appropriation of \$1.5 million in General Fund moneys to offset the loss.

Commission-Initiated Budget Change Proposals (BCPs)

- The improvement of workgroup computing support, the replacement of obsolete computer equipment, and other computer system improvements;
- Staff increases to continue to address growing workload in both the certification and discipline areas as a result of the Class Size Reduction Initiative;
- The improvement of business services and executive office support functions; and
- The completion of the development of the Teaching Performance Assessment.

Other Changes Worth Noting

- The Governor has included a \$49,000 cost-of-living adjustment for the mathematics initiative local assistance funding.
- Funding for the administrative costs of the Alternative Certification Program, the PTTT, the Pre-Intern Program, and Beginning Teacher Support and Assessment (BTSA) has been continued. With the exception of the PTTT, the funding source for administrative costs has been shifted from the General Fund to the Teacher Credentials Fund.
- The proposed budget for BTSA has been increased from \$67 million to \$72 million. These funds remain in the budget of the California Department of Education.

Commission Proposals Not Included in the Governor's Budget

- The BTSA Administration BCP. This BCP would have added two positions and provided other operational funds for a total of \$352,000.

3. Budget Charts

In order to give a visual presentation of the Commission's budget, there are three charts attached:

- Chart One: Depicts the total budget by State Operations and Local Assistance.
- Chart Two: Shows the funding of the State Operations portion of the budget.
- Chart Three: Shows the breakdown of the Local Assistance portion of the budget.

Staff is available for any questions the Commissioners may have.

Chart One

CCTC TOTAL BUDGET: \$59.1 Million
Fiscal Year 1999/2000

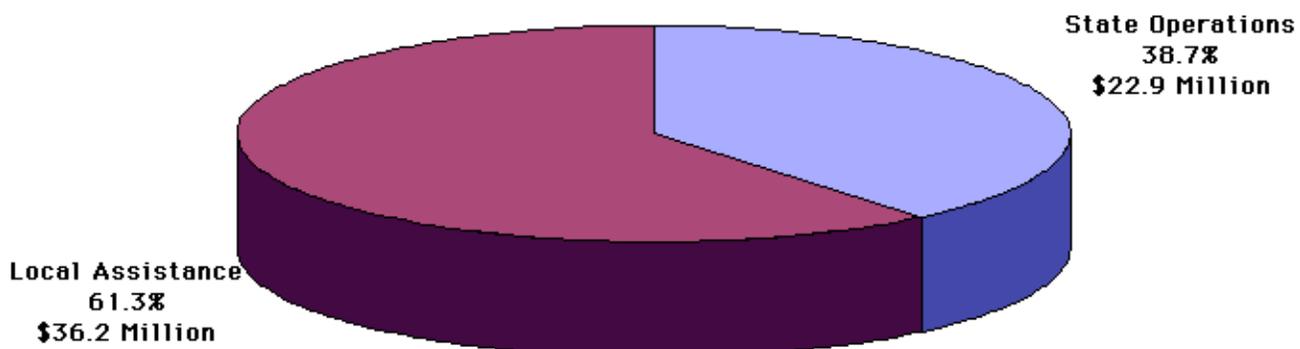


Chart Two

STATE OPERATIONS FUNDING = \$22.9 Million

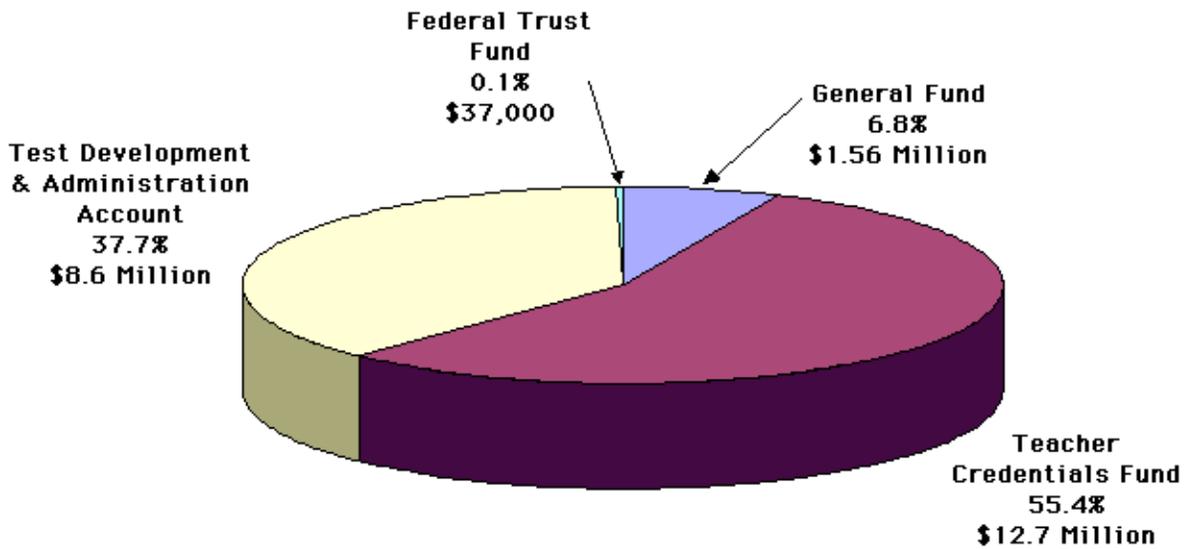
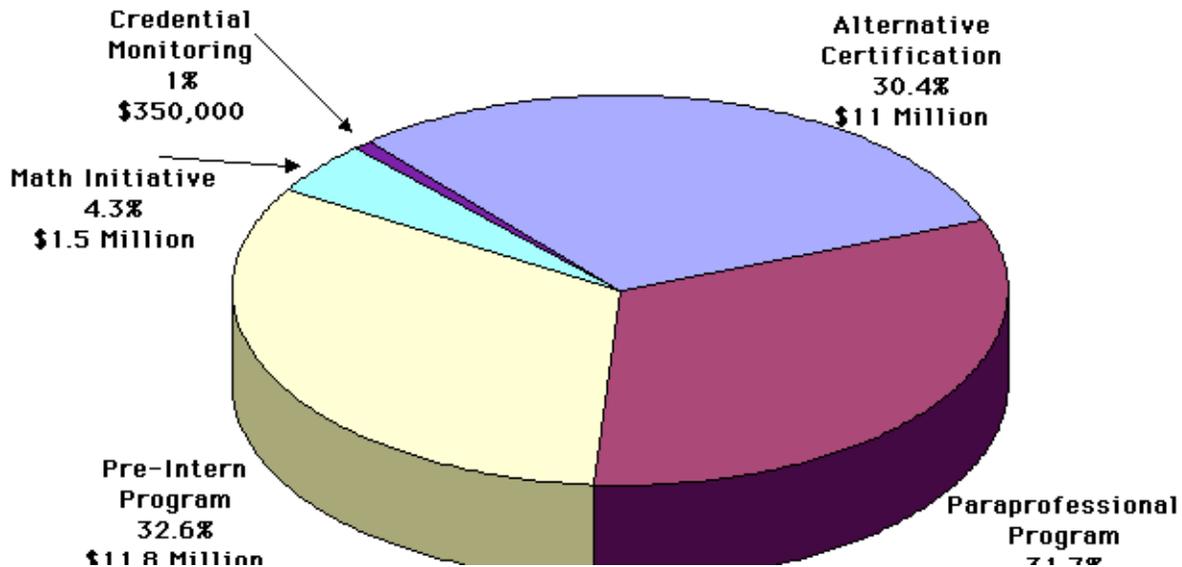


Chart Three

LOCAL ASSISTANCE FUNDING = \$36.2 MILLION

Fiscal Year 1999/2000





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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Approval of Subject Matter Preparation Programs by Colleges and Universities

✓ Action

Prepared by: Larry Birch, Ed.D., Administrator
Professional Services Division

Approval of Subject Matter Preparation Programs by Colleges and Universities

Professional Services Division
January 15, 1999

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

Recommendation

That the Commission approve the subject matter preparation programs recommended in this item.

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

- Mathematics
- Southern California College



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PREP-2

Committee: Preparation Standards

Title: Pre-Intern Program Development Needs: Policy Issues and Options for the Commission to Resolve

✓ Action

Prepared by: Helen Hawley, Assistant Consultant

Professional Services Division

Agenda Summary

Pre-Intern Program Development Needs: Policy Issues and Options for the Commission to Resolve

**Professional Services Division
January 19, 1999**

Executive Summary

The Commission administers the Pre-Intern Teaching Program which provides support for emergency teachers to improve their effectiveness and meet their requirements for formal teacher preparation. These teachers have needs for services which have not been previously analyzed or addressed. In the first year of implementing this new program, the specificity of pre-intern needs have become evident as local programs have striven to fulfill them. Working with local programs, Commission staff has identified the types of new services that are required and provides in this agenda item policy options for expansion that will include the development of program resources designed for pre-interns.

This report provides an opportunity for the Commission to set policy for the Pre-Intern Program. Part one provides background information on the Pre-Intern Program. Part two details program development issues, including data collection which identified pre-intern needs, what those needs are, and what resources are available to address them. Part three proposes policy issues and options for funding augmentation to support expansion and development. The report offers two or more options for policy issues and makes a staff recommendation supported by a rationale. Part four explains how the local programs will provide data for an evaluation of the program at year's end.

Policy Issues to be Resolved by the Commission

How should the Commission expand the Pre-Intern Program and support the development of program services?

Relationship to the Commission's Strategic Goals and

Objectives

Goal One: To promote educational excellence in California schools.

Goal Six: Work with schools of education, the Department of Education, and school districts to assure teacher quality.

Fiscal Impact Statement

In the State budget for 1998-99, Governor Wilson proposed to include an \$8 million augmentation for local assistance grants in the Pre-Intern Program. This augmentation would provide adequate resources for the Commission to award local assistance grants for program expansion as indicated in this report. No further augmentation of the local assistance grant budget would be needed to carry out the recommended options. No appropriations have yet been made for the planning and development of the Pre-Intern Program. The Commission, as administrator of the program, has the opportunity to decide how these endeavors should be undertaken.

Recommendation

That the Commission approve staff's recommendations for expansion of the Pre-Intern Program for the full funding amount, \$11.8 million, in local assistance grants. That the Commission also appropriate \$100,000 for the purpose of the collaborative development of program services.

Part One: Background Information

The Pre-Internship Teaching Program serves teachers placed in the class on an emergency basis. These teachers have completed a bachelor's degree and passed the CBEST examination but have not completed the subject matter requirement or formal teacher preparation. They cannot enter an intern program until they have completed their subject matter competency. In the first year of implementation the program served only multiple subject teachers; it is expected to serve single subject teachers in shortage areas as well in the second year.

Emergency teachers struggle to learn classroom management, subject matter and pedagogy at the same time that they are full-time teachers. Unlike interns, they do not receive any support for facing these challenges. In 1997 the California Legislature passed AB 351 (Scott) to fund \$2 million support to emergency permit teachers. With this bill, emergency teachers as pre-interns could receive substantive assistance through their employing local education agency to speed their professional progress. The Commission anticipated that this program would improve retention and teaching effectiveness for these teachers, eventually replacing the emergency permit system, by providing subject matter preparation, introductory pedagogy, and peer coaching at the local level.

The Pre-Internship Teaching Program was launched in July 1998 by awarding 1,000 grants to 18 approved programs across the state. Commission staff advised and educated program participants in the structuring and delivery of program services, through individual dialogues and informational presentations. Directors' meetings have been held every two months to aid communication and mentoring among the programs. Governor Pete Wilson's budget for 1998/99 called for the funding for pre-internships to be increased to \$11.8 million which will expand the ranks of pre-interns to 5,900 this year at \$2,000 per teacher.

Part Two Program Development Issues

Last year the Pre-Internship Teaching Program was funded at \$2 million through federal Goals 2000 funds for its first year of implementation. The 98/99 State Budget allocates \$11.8 million to the Commission through Proposition 98 to continue support to pre-interns. These monies are designated as local assistance grants. The following information is provided to assist Commissioners in their decisions on policy and funding for the distribution of augmentation funds for the development Pre-Intern Program services.

Recent Data Collected About Program Needs

Staff has been able to construct a comprehensive picture of Pre-Intern Program needs through a variety of types of data collected since the program was launched, beginning last July with bi-monthly director meetings at which directors have shared their challenges and solutions. These meetings have provided an ongoing report of implementation. Further, staff has counseled with program directors individually to solve difficulties that do not fall neatly under the program guidelines. In mid-October Commission staff began on-site monitoring during which they interviewed in each approved program one or more pre-interns, their peer coaches, and their site administrators for approximately one half hour. Conducted in privacy and confidence, these interviews revealed the level and quality of participation in the program as well as the types and frequency of services provided. Additionally, staff observed the class of each pre-intern interviewed to obtain an idea of the range of

abilities that pre-interns bring to the classroom in their early days of teaching. Upon completion of the first monitoring cycle, staff analyzed the interviews, citing areas of concern in reports to the local programs and making suggestions for improvement. These collective data correlate to describe the needs of pre-interns and the resources which their employers have available to fulfill them.

Widespread Needs of Pre-Intern Programs in California

As a result of program director meetings and program monitoring, staff became aware that the local programs are in need of the development of service resources. They have been charged with providing pre-interns with introductory pedagogy and subject matter preparation. In keeping with legislative intent (Education Code Section 44279.2), the Commission is charged with "developing new policies to govern the support and assessment of beginning teachers, as a condition of the professional certification of those teachers." Though they have not yet begun formal teacher training, pre-interns should be included in such policies since they are teachers of record. Commission staff and the local program directors have undertaken a collaborative discussion of the resources available at the local level, partner resources and the unique needs of pre-interns. What they discovered was that pre-interns have some needs as a population and other needs as individuals. To give substance and direction to their professional development, all pre-interns need structured coaching. To complete their subject matter requirements, pre-interns need content knowledge in individual configurations. To succeed in their charge, local education agencies need development of focused modules of subject matter instruction that are aligned with the Commission's standards and examinations; a screening device that enables pre-interns with their coaches to focus on their greatest classroom challenges; and training for the coaches, administrators and directors who work with pre-interns.

Pre-Intern Coaching and Administration. Interviews with pre-interns and their coaches during monitoring revealed that their conversations were often without a clear focus or organized goals that would lead a pre-intern to better teaching. In other words, peer coaches often allow the dialogue to be guided by whatever questions the pre-intern might have. Though this is an important component of teacher support (dealing with teaching challenges as they arise), research has shown that a support relationship is also an opportunity to provide some structure and order to teacher growth. Pre-interns often express that they do not know how to articulate the issues which concern them. In some cases they even simply accept the difficulties they are experiencing as a condition of teaching to be endured rather than resolved. Local programs have worked successfully with formative assessment through BTSA but find that the California Formative Assessment for the Systematic Support of Teachers (CFASST) is too lengthy and sophisticated for untrained teachers. Moreover, pre-interns cannot actually be assessed since they have not been trained yet. They need coaching, direction and guidance that will prevent harm until they can enter formal training and supervise. They need coaching relative to their understanding of teaching but which expands their notion of what constitutes good teaching. The individuals most logical to be charged with this responsibility are their peer coaches (support providers in BTSA terms). But we cannot expect these trained, experienced teachers of children to know instinctively how to direct untrained teachers. Their coaches need to be trained in the direction and guidance of pre-interns which reinforces and adds texture to the introductory pedagogy that the program provides. Similarly, if we expect administrators to facilitate this relationship and assess pre-intern progress as the legislation requires, they need to be trained in the support of pre-interns to shape their expectations.

Subject Matter Preparation. School districts and county offices are able to provide test preparation for pre-interns usually through a subcontract to a private concern, but they lack the expertise to provide subject matter content knowledge. Pre-interns can often not be directed to college course work because of their time constraints as full time teachers. They need subject matter preparation in a "focused and intensive" form. Subject matter preparation has been the purview of colleges and universities rather than local education agencies. Exam preparation has largely been an offering from the private sector which focus mostly on test taking skills and strategies which are certainly useful, but pre-interns need subject matter preparation that goes beyond test taking skills. They need substantial and concrete content knowledge for the specific areas in which they are lacking to inform their teaching. Once again, the goal to improve teacher effectiveness through pre-internship necessitates improvement in the content knowledge that is required to meet the guidelines of the frameworks and content standards. Such preparation has never been designed to fill individual needs in a targeted, modular way.

Resources Available to Address Pre-Intern Needs

With these needs in mind, Commission staff and the local programs have begun to consult with experts in the areas of subject matter content and teacher support on the prospect of developing resources in subject matter and peer coaching for pre-interns. The California Subject Matter Projects have been in the business of delivering subject matter content knowledge in a pedagogical context for some time to trained teachers, resulting in an enthusiastic reputation amongst their participants. They are interested in developing subject matter modules for pre-interns in the areas of Mathematics, Science, Language Arts, Art, and Physical Education which staff has determined from a sampling of pre-intern transcripts are the subject areas least covered. The Subject Matter Projects have the capability to develop modules in the content areas which can be delivered at the school site or collaborating IHE. Further, they have coordinated with ETS to align their work with the MSAT examination. ETS has been most cooperative in consulting on this matter. In the area of coaching WestEd Research, formerly Far West Laboratories, has suggested that in consultation with program directors they can develop a training and guidance instrument that is appropriate for pre-interns and their coaches but is aligned with CFASST and CSTP. A residual benefit of such an instrument is that it will give pre-interns a frame for later assessment with CFASST.

Finally, the local programs have needed to recruit directors for their programs on short notice as their proposed programs were approved. Fortunately, a significant number of the approved programs also successfully operate intern and/or BTSA programs. Their directors have led the way in implementation and mentored those who are new to the process. However, pre-interns are a different population of teachers with unique needs which require a new paradigm for support and assessment. With the expansion of programs which will follow the new Request for Proposals, staff foresees an increased demand for administrative training in the implementation and operation of a pre-intern program. The experienced Pre-Intern Directors are interested in planning a training program for current and future program directors. They are four individuals

coincidentally located in each of the regions which currently contain local pre-intern programs which places them conveniently to hold regional training sessions later this year.

Part Three: Pre-Intern Augmentation Funding: Policy Issues and Options for 1998-99

The Governor proposed and the legislature approved an augmentation of \$9.8 million for 1998-99 to be added to the Pre-Intern Program's base budget of \$2 million. Based on this augmentation the Commission must decide how to allocate the increased funds in the budget. The Commission must also decide how to fiscally support the development of pre-intern services.

The following pages set forth the policy issues that must be resolved for a funding plan. Under each policy issue, several policy options are suggested. One option under each issue is recommended by staff with a rationale. The report begins by identifying what staff believes to be the fiscal policy issues priorities for improvement and expansion of the Pre-Intern Program, which should be considered at the outset of the budget discussion.

Program Enhancements Recommended for Pre-Intern Expansion Funds

Pre-Intern Directors and Commission staff believe that the following are the tasks that must be addressed in program expansion and ask for the agreement of the Commissioners.

1. *Improve the support services that are provided to pre-intern teachers.* The priority would result in more successful and effective pre-intern teachers with assistance that is uniquely suited to their needs. Assessment and coaching services that are suited to under-prepared teachers will, in turn be more better programs. Coaches will be more likely to take on this responsibility if they have clear objectives for achievement.
2. *Provide assistance and support to local programs to deliver excellent services to pre-intern teachers.* Many programs need to build the skills and infrastructures to deliver their services "before or during the first semester" of the school year. The necessity of recruiting program directors quickly means that many directors lack experience with new teachers. The effectiveness of most local programs will depend on increasing the knowledge and understanding of their directors.
3. *Improve subject matter content knowledge in pre-intern teachers.* Pre-interns need reinforcement of their content knowledge to progress toward certification and to improve their teaching efficacy. Increased access to content knowledge through college and university outreach programs, subject matter modules that can be delivered at school sites or through distance learning, and continuing education courses in the content areas can assist districts in facilitating subject matter preparation for pre-interns.

First Pre-Intern Policy Issue: Strategies for Including More Emergency Teachers

Several possibilities exist for increasing the number of teachers served as pre-interns. They vary in how they would achieve the funding priorities.

Policy Option 1-A Under this option the current pre-intern programs would expand without adding any new programs. The 18 existing programs would receive all of the \$11.8 million in funding.

Policy Option 1-B This option would allocate \$9.8 million to establish new pre-intern programs in areas not currently served. The existing programs would receive no additional funding under this option but would continue to receive their current level of funding.

Policy Option 1-C Another option would be to expand programs in districts and counties that are currently served based on their capacity to grow effectively *and* approve as many as ten new programs in districts that are not served by existing funds. This option would see the funds distributed based on need.

Recommendation: The staff recommends Policy Option 1-C.

Rationale for 1-C Distributing funds to new and current pre-intern programs would reach the most diverse group of teachers. Nearly half of the multiple subject emergency permit teachers in 1998-99 worked in districts without pre-intern programs. Policy Option 1-C offers the most equitable distribution of funds.

If the Commission adopts Policy Option 1-C, staff and the proposal review panel will use the policy to recommend the distribution of funds for programs which meet the selection criteria.

Second Pre-Intern Policy Issue: Strategies To Improve Program Quality in Pre-Intern Programs

Pre-Intern augmentation could be used in several ways to create new program resources. They differ fundamental ways.

Policy Option 2-A With this option, grant proposals would be measured against the selection criteria established by the legislation and the Commission. Funds would be awarded to local programs that appear to have the resources to offer an effective program. All funds would be spent on local program operations; no funds would be available for development of program quality. This option would rely on the existing MSAT test preparation and the currently available resources of the local education agency that receive pre-intern grants.

Policy Option 2- Under this option a small percentage of expansion funds (less than five per cent) would be allocated to

B program improvement efforts. Program directors would collaboratively develop with experts the training and preparation that pre-intern programs require in subject matter, coaching and administration. CCTC would invite pre-intern directors and their staffs to use their expertise to train others with less experience. Because the resources would be developed collaboratively and shared by all programs, current and future, the programs would be able to share consistent quality of services that adhere to standards.

Policy Option 2-C This option would allocate a large percentage of expansion funds (more than five per cent) to program improvement efforts which would be awarded to local education agencies to individually develop program services.

Recommendation: Policy Option 2-B is recommended.

Rationale for 2-B Implementing a program for teacher support is a long-range project which cannot be accomplished over a few months. This program is providing services that have not been provided before which requires invention. Using a collaborative model for development, the local programs would be able to insure that the development fits their individual needs and gain access to the products for a fraction of what it would cost them to develop individually. In fact, the costs would be prohibitive for an individual agency and development could not occur. The costs of program development for this year are estimated as follows:

Coaching guidelines and training	\$50,000
Administrative training	\$25,000
Subject matter development	\$25,000

A residual benefit of subject matter development will be that other teacher support programs could share this resource where needed since many teachers in all phases of teaching need reinforcement and enrichment of their subject matter knowledge.

If the Commission adopts Policy Option 2-B, Commission staff would proceed with facilitating the collaboration of pre-intern program resources between the programs and field experts. The goal would be to have the first generation of resources available for service by late spring in time for training.

A Possible Scenario for Implementing the Recommended Policy Options

If the Commissioners select the recommended policy options, the Executive Director would implement them as follows.

1. The Commissioner's Executive Director would allocate \$11.8 million to support 5,900 pre-interns in the 1999/2000 school year. Most of these eligible teachers are not currently being served due to limited program funds in the 98/99 school year.

The award of grant funds would be based on a variety of factors, including the number of teachers not currently being served in a given locale, the quality of the program, and the feasibility of the expansion plan. If programs can be approved for funding on May 6, 1999, program directors can begin training and recruiting before the present school year ends. Funding could be allocated within three months so that schools have their funds to deliver services before the new school year begins. Early recruitment and services would increase program effectiveness and teacher success.

2. Commission staff would invite program directors to participate in development immediately to insure product completion for field use by April or May 1999. Training and recruitment of coaches need to occur before the close of the current school year. Staff would also immediately release Requests for Proposals to all existing programs and a variety of education organizations to produce program components.
3. Program components which need to be developed include: subject matter modules, coaching guidelines and training, and administrative training.
4. The total costs of production will not exceed \$100,000. The pre-intern training directors will first assist directors of existing programs in their regions with planning for the next funding cycle, followed by training for new directors. In the interim staff will be meeting with groups of school administrators to train them on the program and enlist their assistance. All development will be based on the *California Standards for the Teaching Profession*.

Concluding Observations

These program development recommendations set a precedent for the Commission's proactivity in assuring that teachers have resources available to fulfill teaching requirements early in the transition process. For instance next year many teachers will need some form of preparation to pass the RICA exam. If the Commission is involved in the early design of such preparation, it can be assured of the quality delivered. The recommended options and the funding scenario for pre-interns are consistent with other augmentations allocated for grant funded programs with the exception of special features of the Pre-Intern Program and its current level of funding.

Staff recommends expansion of the program to all capable agencies and development to guarantee that all programs deliver quality services that meet state standards. If the plan needs to be modified, it would be necessary for staff to make adjustments and present a modified plan by March 4, 1999 to coordinate with the funding timeline.

Part Four: Pre-Intern Evaluation

The goal of the Pre-Internship Teaching Program as defined by AB 351 (Scott) is to improve the quality of emergency teachers in California through improved subject matter knowledge, introduction to pedagogy, and peer coaching. To measure whether these goals are met requires evaluation of local programs for reports to the legislature on the effects of the program. These reports must include data on:

- the number of participants in the program and their progress,
- the effect on the number of emergency permits issued,
- the retention of pre-intern teachers,
- program assessment by pre-interns, and
- an accounting of in-kind funds used by districts to supplement grant funds.

The Legislative Analysts' Office (LAO) added the requirement that districts which employ comparable group of emergency permit teachers in like settings collect data that compares in these two groups:

- retention rates,
- progression into formal teacher preparation, and
- summative assessment by a direct supervisor.

To meet the legislative requirements for evaluation Commission staff and the local program directors are developing a three part evaluation report which each local program must submit at the end of each program year. The report includes surveys that must be completed by the pre-interns, the support providers and the program directors:

1. The pre-intern survey will provide a profile of the pre-intern and an assessment of the benefits of the program.
2. The support provider survey provides information on the frequency and nature of the support for pre-interns, as well as a program assessment.
3. The director survey provides numerical data for participation, retention, subject matter completion, and professional growth of pre-interns.

To meet the requirements of the amendment, several large districts which employ enough emergency teachers have been selected to gather correlating data on a comparable group of emergency permit teachers who were not served by the Pre-Intern Program.

The surveys will not only provide statistical data on the effectiveness of the program but also will suggest ways in which the programs might improve. The correlative nature of the surveys will increase the quality of the responses and insure accountability of the local programs in the delivery of pre-intern services. While this is a school site based program, it is incumbent upon the Commission to provide guidance and assistance in the implementation of the program. To that end this evaluation process will also inform the type of assistance that is most useful. A working draft of the evaluation surveys which the program directors and staff are developing appears in Appendix A.

Appendix A:

Pre-Intern Program Evaluation

Pre-Intern Program Survey

California Commission on Teacher Credentialing

June 1, 1999

Directions to Each Pre-Intern

Please complete this survey about the implementation of the Pre-Intern Program in your school district during the 1998-1999 school year. Your responses to the attached questions will be combined with the replies of all other pre-interns in a report that will describe the program and its participants. **Individual responses will not be reported and will be kept in strict confidence.**

Please **print** or **type** your responses, and answer each question accurately and completely.

You may use the enclosed envelope to return your completed survey to the Commission on Teacher Credentialing. If the envelope is missing or misplaced, please send your survey to Helen Hawley.

Please return the survey to the Commission no later than June 10, 1999.

GENERAL BACKGROUND INFORMATION

1. Name of School and District:

2. School Telephone: -----
3. Your Approximate Age: 19-30 years 31-40 years 41-55 years
 56 and Over
4. HIGHEST DEGREE EARNED bachelor's___ master's___ doctorate___
5. ETHNICITY (voluntary)-----

6. EMPLOYMENT BACKGROUND
 Please list the jobs you have held for one year or longer beginning with the most recent:

Employer	Primary Duties	Length

7. Have you taught in any of the following circumstances? (Check (✓) all that apply.)
- a. Long-Term Emergency Permit
 - b. 30-Day Substitute Emergency Permit
 - c. State Board of Ed. Waiver
 - d. Other Credential (e.g., Sojourn, Exchange)
 - e. Community College
 - f. Taught in Another State
 - g. Taught in a Private School
 - h. Taught in a Child Care Center or Preschool
 - i. Paraprofessional (Teacher Aide)
 - j. Adult School Teacher
8. Please number in order of importance from 1-3 the main reasons that you have an interest in being a teacher.
- a. Value or significance of education in society
 - b. Desire to work with children

(continued on next page)

- c. Encouraged by a teacher
- d. Spend more time with my family
- e. Long summer vacation
- f. Job security
- g. Employment mobility
- h. Want a change from other work
- i. Always wanted to be a teacher
- j. Opportunity for a lifetime of self growth
- k. Sense of freedom in my own classroom
- l. Influenced by a family member who is/was a teacher
- m. Financial benefits
- n. Other (Specify): _____

SUBJECT MATTER

9. How _____w was subject matter advising provided to you? _____
10. Did this advising help you to develop an individual plan for completing the subject matter requirement?
 Yes _____ No _____
11. Indicate what you have done toward completing subject matter during this school year.
 Course work _____ MSAT Prep _____ MSAT Exam _____
 Other (describe) _____

YOUR EXPERIENCE AS A PRE-INTERN

12. In what month/year did you begin teaching as a pre-intern? _____
13. How many hours of orientation and preservice did you have before taking over your classroom? _____
14. What was the approximate number of hours you spent attending classes and other training in the past year? _____
15. Is your support provider a teacher? If not what position does he/she hold? _____
16. In what capacity did other individuals provide support? _____
17. What is the approximate number of times your support provider observed your classroom? _____
18. What is the approximate number of times you observed your support provider's classroom in the past school year? _____
19. How many times were you able to observe other teachers? _____
20. Approximately how many times has your support provider met with you to discuss your teaching activities? _____
21. In what other ways has your support provider assisted you?

22. What opportunities have you had to network with other pre-interns? _____

23. On the average, how many hours weekly have you spent on the following job-related activities? If you have been given other duties (such as sponsoring or supervising a student activity), please identify these at the bottom of the list. You may continue your list on the other side of this paper, if necessary.
- a. _____ HOURS PER WEEK Teaching classes
- b. _____ HOURS PER WEEK Planning lessons and preparing class materials
- c. _____ HOURS PER WEEK Attending classes and other training sessions
- d. _____ HOURS PER WEEK Conferring with your support provider and others
- e. _____ HOURS PER WEEK Other (Specify) _____

EVALUATION OF PRE-INTERN PROGRAM

24. The following list identifies several activities that may be a part of the Pre-Intern Program. Please circle the number that best reflects your evaluation as you have experienced it. The numbers are defined in the box to the right.

X	Not Available
0	Did Not Attend/Receive
1	Of No Value
2	Of Little Value
3	Of Some Value
4	Of Great Value

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Written materials that have been given to you to explain the Pre-Intern Program | X | 0 | 1 | 2 | 3 | 4 |
| b. Information provided about your duties and your school district's policies and practices | X | 0 | 1 | 2 | 3 | 4 |
| c. Orientation Program of the Pre-Intern Program | X | 0 | 1 | 2 | 3 | 4 |
| d. Assistance provided by your support provider | X | 0 | 1 | 2 | 3 | 4 |
| e. Assistance provided by your school principal, assistant principal, or other site level administrator | X | 0 | 1 | 2 | 3 | 4 |
| f. Quality of subject matter advising | X | 0 | 1 | 2 | 3 | 4 |
| g. Assistance provided by teachers in your school (other than your support provider) | X | 0 | 1 | 2 | 3 | 4 |
| h. The quality of feedback about your teaching that you have received from school or district personnel | X | 0 | 1 | 2 | 3 | 4 |
| i. Guides (frameworks, course of study, textbooks, and any instructional materials) that have been used in your Pre-Intern training program | X | 0 | 1 | 2 | 3 | 4 |

In spaces j-l, please rate the training you have attended/received in the following subjects in your Pre-Intern Program.

- | | | | | | | |
|--|---|---|---|---|---|---|
| j. Classroom Organization & Management | X | 0 | 1 | 2 | 3 | 4 |
| k. Student Discipline | X | 0 | 1 | 2 | 3 | 4 |
| l. Instructional Strategies | X | 0 | 1 | 2 | 3 | 4 |

25. Please use this new code to respond honestly and accurately to each statement about your Pre-Intern Program.

1	Not True
2	Partly True
3	Generally True
4	True

- | | | | | |
|--|---|---|---|---|
| a. My support provider has been accessible to me. | 1 | 2 | 3 | 4 |
| b. Other school and district personnel have been available to assist me. | 1 | 2 | 3 | 4 |

c.	My teaching has been adequately observed, and my instructional skills and needs have been communicated clearly to me.	1	2	3	4
d.	When I have a question about school policies or practices, I know who to ask for answers.	1	2	3	4
e.	I expect my teaching skills to improve as a result of the Pre-Intern Program.	1	2	3	4
f.	The training/support that I have received in the Pre-Intern Program has already improved my teaching skills.	1	2	3	4
g.	My support provider has a clear understanding of the courses/preparation that I am taking.	1	2	3	4

26. PLEASE COMMENT BELOW ON THE STRENGTHS AND WEAKNESSES OF THE PRE-INTERN PROGRAM.

Thank you for taking the time to respond to this survey.

Please return the completed survey no later than June 10, 1999.

Support Provider Evaluation Survey

- How did you assist your pre-intern in developing and implementing an individualized plan? _____

- How many hours per week were you in contact with your pre-intern? _____
- Check off the type of contact made and the average % of time spent on each activity in a month.

<input type="checkbox"/> Telephone	_____ %
<input type="checkbox"/> Informal, i.e. recess, hall, prep. period, lunch	_____ %
<input type="checkbox"/> Demonstration lessons	_____ %
<input type="checkbox"/> One-on-one conference to discuss development of lesson plans, classroom management issues	_____ %
<input type="checkbox"/> Observation of pre-intern's teaching	_____ %
<input type="checkbox"/> Pre/post observation conference	_____ %

INSTRUCTIONAL SUPPORT

Rank from 1-5 (1=most time spent) the activities on which you spent the most time as a support provider. Check any others that you worked on during the year.

- | | |
|--|---|
| <input type="checkbox"/> demonstration lessons | <input type="checkbox"/> accessing resources |
| <input type="checkbox"/> classroom management/organization | <input type="checkbox"/> school orientation/district policy |
| <input type="checkbox"/> professionalism | <input type="checkbox"/> familiarization with curricular materials |
| <input type="checkbox"/> observations/feedback | <input type="checkbox"/> diversity issues |
| <input type="checkbox"/> stress management | <input type="checkbox"/> mainstreaming |
| <input type="checkbox"/> learning environment | <input type="checkbox"/> literacy |
| <input type="checkbox"/> instructional strategies | <input type="checkbox"/> content area methodologies |
| <input type="checkbox"/> lesson/unit planning | <input type="checkbox"/> child development issues |
| <input type="checkbox"/> assessment strategies | <input type="checkbox"/> California Standards for the Teaching Profession |
| <input type="checkbox"/> record keeping | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> parent/community connections | |

PROGRAM EVALUATION

- Describe your participation in the development of the program.

- Which aspects of your pre-intern program promote the most growth in you

2. Which aspects of your pre-intern program promote the most growth in pre-interns?

3. Please indicate on the attached page any ways in which you think the program might be improved.

PROGRAM DIRECTOR EVALUATION SURVEY

RETENTION

1. Original number of funded pre-interns: _____
2. Number of pre-interns who moved to internship program: _____
3. Number of pre-interns returning for a second year: _____
4. Number of pre-interns leaving the program voluntarily**: _____
5. Number of pre-interns leaving the program by request: _____

**complete the Retention Checklist (attached) for each pre-intern leaving the program.

SUBJECT MATTER ADVISING

1. Number of pre-interns who passed MSAT: _____
2. Number of emergency permit holders (nonpre-intern) who passed the MSAT. _____
3. Number of pre-interns who have completed approved subject matter course requirements during this school year. _____
4. Number of first year emergency permit holders (nonpre-intern) who have completed approved subject matter course requirements: _____

Sample of the types of courses typically taken by pre-interns as part of your program:

BEGINNING AND ENDING TEACHING ASSESSMENT

Early observation shall be conducted within the first four weeks that the pre-intern begins the program. Late observation shall be conducted during the last four weeks the pre-intern is in the program. From these observations, indicate the number of pre-interns who showed significant growth in the following areas

- Classroom management _____
- Instructional strategies (math) _____
- Instructional strategies (reading) _____
- Curriculum planning _____
- Student discipline _____

PROGRAM EVALUATION

Describe program changes that you think would improve results in the above mentioned areas.

RETENTION CHECK LIST

Please check the reason(s) you are leaving the Pre-Intern Program.

- moving out of the area
- not suited to teaching
- taking another teaching job
- taking another job outside of teaching
- program not effective
- family responsibilities
- Other _____

OR

Grade Level _____

Number of Pre-Interns _____

Number of Emergency Permit Holders _____

Number of Interns _____

Number of BTSA _____

Number of Probationary Teachers _____

Number of Regular Permanent Teachers _____



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PREP-4

Committee: Preparation Standards

Title: Draft Report to the Legislature of the Study of the Effectiveness of the Education Specialist District Intern Pilot Program in the Los Angeles Unified School District

✓ Action

Prepared by: Michael McKibbin, Ed.D., Consultant
Professional Services Division

**Draft Report to the Legislature of the Study of the Effectiveness of
the Education Specialist District Intern Pilot Program in Los
Angeles Unified School District**

Overview of this Report

This agenda item presents the proposed report to the Legislature required by Education Code Section 44329. EC § 44329, as amended in 1994, requires the Commission to study the effectiveness of the Education Specialist (Mild/Moderate Disabilities) District Intern Pilot Program that is being implemented in Los Angeles Unified School District. The proposed report examines the effectiveness of the pilot project that has been conducted in Los Angeles over the last four years, and provide a series of conclusions and recommendations based on the data collected.

Policy Issues to be Resolved

District Intern statutes require the Commission to examine the effectiveness of the Education Specialist (Mild/Moderate Disabilities) District Intern Pilot Program that is being implemented in Los Angeles Unified School District? In the course of the evaluation the Commission should make recommendations of the ability of this pilot project to prepare high quality special education teachers? The following policy questions are addressed.

- Was the pilot program effective in preparing special education teachers?
- Does the program help meet the shortage of special education teachers in Los Angeles Unified School District?
- What are the criteria and circumstances necessary for this pilot preparation program to be expanded to other districts and other disability areas?

Fiscal Impact Summary

The work related to this item is part of the base budget of the Professional Services Division. There was no augmentation to the Commission's Budget to complete this mandated study.

Staff Recommendation

Staff recommends that the Commission approve the report of the Study of Effectiveness of the Education Specialist District Intern Pilot Program in Los Angeles Unified School District and authorize its transmission to the Legislature.

Important Note

The following report contains important information that could not be summarized above, and is relevant to the deliberations of the Commission.

Background

Relevant Statutes That Require This Report

In 1994 the statutes that pertain to district intern programs were amended to authorize the Los Angeles Unified School District to conduct a pilot study of a District Intern Program for Education Specialists: Mild/Moderate Disabilities. The statute required that the commission conduct a study of the effectiveness of the special education pilot program and report the results of the pilot study to the Legislature in 1999.

Historical Background of the District Intern Program

The District Intern Program was initiated as part of Senate Bill 813, the Hughes-Hart Education Reform Act of 1983. As part of a comprehensive package of school reforms, this statute established an alternative route into teaching for single subject teachers. The program was originally known as the Teacher Trainee Certificate Program. The statute created an opportunity for school districts to initiate internship programs. Teacher trainees had to possess baccalaureate degrees, but they were not required to enroll in university courses during the internship. Instead, as a condition for employing teacher trainees, the 1983 statute required each school district to provide teacher trainees (interns) with the support of mentor teachers or other experienced educators who were designated through a competitive search and evaluation process. In addition to holding a baccalaureate degree, trainees are required to pass the state basic skills examination (CBEST), demonstrate subject matter competence by examination, and hold a major or minor in their subject area.

Legislation that was passed in 1984 requires that a Professional Clear Credential be granted upon satisfactory completion of a two-year District Intern Program. The recommendation for the credential is made by the governing board of the participating school district. If the Commission denies the credential, it must show that the candidate is incompetent. District Interns are not required to meet the same statutory requirements (i.e., health education, special education, and computer education) as other applicants for Clear Teaching Credentials. Furthermore, California laws do not allow the Commission to govern the quality of District Intern Programs to the same extent the Commission governs University Intern Programs. The applicable statutes specifically prohibit the Commission from approving or accrediting Teacher Trainee programs.

In 1987, legislation authored by Senator Teresa Hughes gave the Teacher Trainee Program a new name: the District Intern Program. Moreover, the program was expanded to include elementary and bilingual classrooms, and the Commission was required to adopt Standards of Program Quality and Effectiveness for District Intern Programs. In addition to the requirements listed above, for Bilingual Programs interns were required to demonstrate oral (speaking) proficiency in the target language and take additional bilingual methods coursework. Statutes related to BCLAD district interns demonstrate oral proficiency in the target language: whereas, candidates in university BCLAD programs or teachers who complete a BCLAD certificate program must demonstrate proficiency in speaking, listening, reading, and writing in the target language. A preservice program was added to each intern's professional development plan. The 1987 statute required 120 clock-hours of instruction in areas such as child development, pedagogy, and classroom management.

To implement the 1987 internship statute, the Commission in 1988 adopted and disseminated *Standards of Program Quality and Effectiveness for District Intern Programs*. The standards are largely the same as those used to evaluate University Intern Programs. The main differences are that the district intern standards do not require mentor teachers to participate in evaluating interns. The 1987 statute also required the Commission to evaluate District Intern programs periodically on the basis of its standards. However, the statute did not give the Commission the authority to require any changes in the programs nor impose any sanctions if the programs were found to be substandard in any area.

In 1994, lawmakers made more changes in the District Intern Program. Senate Bill 1657 (Hughes, Chapter 673 of the Statutes of 1994), provides a second option for demonstrating subject matter competence: completion of a Commission-approved subject matter program. With this change, both district and university programs have two options: exams and programs. The Bilingual District Intern Program was reduced from three years to two years and changed to a BCLAD (Bilingual-Crosscultural Language and Academic Development) Emphasis Program.

The 1994 statute also allows the Los Angeles Unified School District to conduct a pilot study of a District Intern Program for Education Specialists: Mild/Moderate Disabilities. The statute required that a study of the effectiveness of the special education pilot program be conducted and the results of the pilot study be reported to the Legislature in 1999. The 1994 statute also requires the Commission to develop standards for Mild-Moderate Special Education District Intern Programs. The standards were drafted in consultation with the Los Angeles Unified School District and the Commission's Special Education Advisory Panel. Those standards were adopted by the Commission in December 1996, and have been the basis for the implementation of the pilot credential program.

In 1996, AB 1432 (Richter), eliminated the requirement to provide a statement of need for the district intern program. This allows districts to hire district interns in any single or multiple subject teaching area and hire interns even if certificated teachers are available. Districts still are required to certify that they will provide the required training, support, and evaluation that is stipulated in the District Intern statutes.

Previous Studies and Evaluations of District Intern Programs

Education Code Section 44329 requires that the Commission study the effectiveness of the District Intern Program and report its effectiveness to the Legislature. The Commission produced the first report to the Legislature in 1987 entitled *The Effectiveness of the Teacher Trainee Program: An Alternative Route into Teaching in California*. That report was the most extensive report on alternative certification that had been produced in this country to date. The report included descriptive information on the alternatives available, presentations of the data that were collected through questionnaires, interviews with interns, support persons, evaluators, instructors and program administrators, and classroom observations of district interns (then called teacher trainees), a matched sample of second year traditionally trained teachers, and second year emergency credential holders. The report examined the instructional plan, the support system, and the evaluation process. It analyzed the effectiveness of the beginning teachers using the data collected in the nearly 500 classroom observations that were conducted. The study also reported on those who had left the program before completing the required two years of instruction. Finally, the report arrived at a series of conclusions and made five recommendations to the Legislature.

AB 2985 (Quackenbush), Chapter 1464 of the 1990 Statutes, required that the Commission review alternative avenues for persons to teach in California. The 1992 report *Alternative Routes to Teacher Certification in California: A Report to the Legislature*, presents the array of options that are available to become teachers, examines alternative certification in other states, describes and illustrates the certification options, discusses the public policy implications of the available options, and recommends several ways to improve alternative certification.

In 1996, the Commission produced the second statewide study of District Intern Programs. The report entitled *The Effectiveness of District Intern Programs of Alternative Teacher Certification in California: A Longitudinal Study*, provided an analysis of the effectiveness, strengths and weaknesses of district intern programs drawing on the 1987 study and examining data collected over the next seven years including extensive data collected from candidates and graduates of district intern programs during that period.

The proposed study, that is the subject of this agenda item, will be the third mandated data-based study of district intern programs. The plan for this study was approved by the Commission in July, 1998.

In addition to the statewide studies of all District Intern Programs, the Commission is also required to evaluate specific district intern programs to determine if the programs meet the Standards of Program Quality established by the Commission. In the 14 years of its existence, more than thirty California school districts or consortia of districts have implemented Teacher Trainee/District Intern Programs. Most of these districts have participated in one or two cycles and then dropped out. Those programs that have recommended more than one set of interns for credentials have been scheduled for on-site review by a team of reviewers. There are approximately 20 other school districts who have prepared four or fewer interns and are no longer participating in preparing district interns. Other than participation in statewide surveys, these programs have not been evaluated.

More than 85 percent of all District Intern Certificates have been issued to interns in one school district--the Los Angeles Unified School District. Their program was the first to be evaluated by an on-site review team in 1993. The program is scheduled for their next review in Spring of 2000. The District Intern Program administered by San Diego City Unified School District was reviewed in January 1997. Project Pipeline, a consortium of several school districts, was reviewed in November 1997. The Long Beach Unified School District program was evaluated in April, 1998. Compton Unified School District and Ontario-Montclair School District are scheduled for review in Spring, 2000. Project Impact, a consortium of districts in San Joaquin and San Bernardino Counties, will be evaluated in 2001.

Education Specialist Credential Structure Adopted in 1996

An important function of any licensing system is to ensure that work done by licensees is related to their professional preparation. This function is especially important in the field of special education where the authorizations of credentials and the preparation of practitioners must be closely aligned with each other.

For the field of special education, the Commission adopted a two-level credential structure for university-based programs because fundamental changes are occurring in how and where students with disabilities are being served, and because general educators and special educators need extended preparation to meet a broader range of student needs, including those formerly assumed by resource specialists. Two phases or levels of training are important because special education professionals are increasingly expected to act as consultants and collaborators with general education teachers and other practitioners in mainstream settings. The two-level structure is designed to meet the changing, growing needs of schools and children.

In adopting the two-stage structure for these credentials, the Commission also decided to drop the requirement that special education teachers earn Multiple or Single Subject Teaching Credentials. To prepare special education practitioners for collaboration with general education teachers, the Commission's new standards require special education candidates to complete coursework and fieldwork in general education as well as special education.

In the Commission's restructured system of special education credentials, the major purpose of the Preliminary Level I program is to prepare individuals to perform the responsibilities of entry-level special education teaching positions in a

variety of settings. Preliminary Level I programs will include coursework and field experience in both special education and general education. Subject matter requirements for Level I Education Specialist Credentials will be the same as for Preliminary Multiple and Single Subject Teaching Credentials: completion of approved subject matter preparation program or passage of adopted subject matter assessments.

In the Commission's new special education credential structure, Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. In adopting new certification policies in 1993, the Commission expected that Professional Level II would include academic requirements, an individualized induction plan with a support component, and an option to allow some requirements to be met with non-university activities. Features of a Level II program include the following:

Development and Administration of the Induction Plan. The beginning teacher, the employer and the institution will collaboratively design a Professional Induction Plan. The Plan will include any academic requirements that apply to all teachers in the program, plus individualized studies and consultations to address the new teacher's needs. The period of induction with a support provider should be at least one full year while the new teacher is employed in a special education position.

Support Activities. The beginning teacher's Professional Induction Plan will include consultations with an assigned support provider, who will meet periodically with the new special education teacher to review class plans, discuss instructional practices, and decide on ways to apply principles that the teacher learned in coursework. As a basis for professional development consultations, the support provider and the new teacher will also view each other's classes from time to time. The support provider will be involved in the ongoing assessment and completion of the Professional Induction Plan, not in the evaluation of new teachers for the purpose of making employment decisions.

There are two options available for university preparation programs to implement the new Education Specialist Credential structure. The first option provides instruction at two distinct levels. The second option permits universities to develop integrated programs that address the new Level I and Level II requirements in a continuous sequence, rather than addressing these requirements in distinct Level I programs and Level II programs. At the conclusion of the integrated programs, candidates earn Professional Level II Education Specialist Credentials.

Option Two is the option that pertains to District Intern Education Specialist Programs. Under Option Two all Preliminary Level I and Professional Level II requirements are included in the design of a single, continuous program. The District Intern Standards that were developed have used a single, continuous format without distinguishing specific standards as Level I or Level II. However, the standards do address the same areas as in a conventional program. Some of the "core" special education competencies should be addressed in the required preservice component of the internship; the remaining requirements must be completed later in the two year integrated sequence of special education studies.

District Intern Education Specialist: Mild/Moderate Disabilities Program

The enabling statutes require the Pilot District Intern Education Specialist: Mild/Moderate Disabilities Program to be three years in length (one year in general education and two years in special education), or four years if the intern is participating in a program that leads to the attainment of both a multiple or single subject credential (2 years) and a specialist credential (2 years). A District Intern Program for Education Specialists: Mild/Moderate Disabilities requires participants to complete the first year of a Multiple or Single Subject District Intern Program including the 120 clock hour preservice program and other first year portions of the district's Professional Development Plan, as well as one year of supported and evaluated teaching.

The Professional Development Plan for district interns teaching in special education programs for pupils with mild and moderate disabilities also includes a second 120 clock hours of mandatory preservice training and orientation after the initial year in general education, which includes, but is not limited to, instruction in the development of exceptional children and the methods of teaching exceptional children (EC 44830.3 (b)(7)). Based on the recommendation of the district's governing board, interns receive Professional Credentials which are the same as Level II Professional Education Specialist Credentials. This means that the District Intern Education Specialist Program must address both Level I and Level II knowledge, skills, and applications.

In April 1996, the Commission approved *Standards of Program Quality and Effectiveness for Education Specialist Credential Programs*. These standards were used as the basis for developing *Standards for District Intern Programs: Professional Education Specialist Credentials for Teaching Students with Mild/Moderate Disabilities*. These Standards were approved by the Commission in December, 1996. The standards are the same as those approved for university Education Specialist Intern programs.

Education Specialist Credentials, including District Intern Credentials, in Mild/Moderate Disabilities authorize the provision of services to individuals in grades K through 12, including adults. The preparation program must provide interns with knowledge and opportunities for application with students demonstrating the following behaviors.

Mild/Moderate Disabilities. Students with mild/moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by under achievement, failure expectancy, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills, and in predicting events or consequences of behavior.

This credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health

impaired, and serious emotional disturbance. Educational specialists preparing to work with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This includes access to the core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current and adaptive technologies.

Magnitude of the Shortage of Special Education Teachers

In June, 1998, the governing board of Los Angeles Unified School District recommended the first sixteen graduates of the Pilot District Intern Education Specialist Program. There are 34 Education Specialist Interns entering their third year in the program, and 19 interns completing their education specialist preservice program and beginning their first year in a classroom with students with mild to moderate disabilities. There are 23 interns beginning the first year of the program. In the first year interns serve in general education classrooms.

In 1998 Los Angeles Unified School District teaching workforce includes the following Learning Handicapped or Mild/Moderate special education teachers. There is a total of 737 fully credentialed Learning handicapped or mild moderate disability teachers. There are 414 LH or M/M teachers on Emergency Permits. 215 teachers are serving in LH or M/M classrooms on credential waivers. There are 46 LH or M/M university interns. This year the district opened 122 new classrooms for learning disabled children. With all of the staffing listed above, there are still 60 vacant learning disabled classrooms.

In 1997-98, there were 1,311 Learning Handicapped/ Mild-Moderate Disabilities teachers recommended for full credentials by California colleges and universities. 399 of those were recommended by colleges and universities in the Los Angeles basin. 82 new fully credentialed teachers were hired by Los Angeles in 1998. Simply put, LAUSD could have hired all of the available fully credentialed teachers in the Los Angeles basin and still would not have met its staffing needs.

Procedures Used in the Study

Based upon the plan approved by the Commission in July 1998, the Commission staff used a series of questionnaires and interviews to examine the Pilot District Intern Education Specialist Program in Los Angeles Unified School District. Based on the data collected in these questionnaires and interviews and information provided by Los Angeles Unified School District, staff has collected information on the effectiveness of the program to prepare teachers to instruct students with mild to moderate disabilities, make recommendations on both the program's strengths and areas where improvement are needed, and, finally, make recommendations on both the continuation of this program and its potential transportability to other districts as requested by the Legislature and Governor when this statute was enacted.

Materials to be collected. The materials to be collected will include the following.

- Professional Development Plans or Induction plans prepared by the district.
- Evaluations done by the district.
- Samples of instructional materials; samples of products from portfolios submitted by instructors and interns.
- Samples of instruments used to observe, assess competence, or evaluate intern performance.

Questionnaires. Questionnaires were given to all graduates and current interns, and, if possible, persons who left the Pilot Program. The questions will ask for descriptive, qualitative, and attitudinal information. Fifty-six questionnaires were returned. Ten of sixteen graduates returned questionnaire; twenty-eight of thirty-one persons who were in the second year of the special education program, which is the third year in the district intern program since the interns spend their initial year in a general education classroom. Eighteen persons in the first year of the special education program returned questionnaires. The overall return rate is 85 percent.

**Table 1
Questionnaire Return Rate**

District interns	Total in Program	Total Returning Questionnaires
Second Year in District Intern Program	19	18
Third Year in Program	31	28
Graduates	16	10
Total	66	56

Interviews. Interviews will be conducted with a sample of the following: Graduates and current interns in the pilot program; instructors and support providers; administrators of the program; assessors of intern performance; governing board members; and those responsible for resources. The interviews will be focused on qualitative issues, particularly strengths and weaknesses and ways to improve the program. Table 2 below displays the titles of the persons who were interviewed.

Table 2

Number of Persons Interviewed

District Administrators	14
District Intern Administrators	4
Site Administrators	14
Support Staff	23
Instructors	17
Graduates	11
Interns year 3	20
Interns year 2	11
Board Member	1
Total	115

Policy Questions to be Addressed

There are three general policy questions that were addressed in the course of the study. These are:

- Was the pilot program effective in preparing special education teachers?
- Does the program help meet the shortage of special education teachers in Los Angeles Unified School District?
- What are the criteria and circumstances necessary for this pilot preparation program to be expanded to other districts and other disability areas?

To ascertain the answers to those questions the Commission Staff formulated a series of more specific questions that were examined through the use of questionnaires, interviews and direct inquiries to district administrators. The specific questions were.

1. Does the program meet the minimum requirements of the appropriate statutes?
 - Do the interns meet minimum entry requirements?
 - Does the program provide required instructional and service requirements; e.g., one year in general education and two preservice programs?
 - Do the interns successfully complete all Level I and Level II requirements; e.g., professional induction plan?
2. What is the nature of the District Intern Education Specialist Program?
 - What is the background of the participants?
 - What are the criteria for selection?
 - What elements of instruction are included in the professional development plan/professional induction plan?
 - What is the nature of the classroom assignment?
 - What are the intern's attitudes toward teaching and learning?
3. Does the program provide high quality instructional opportunities and opportunities to apply all competencies included in the Commission's District Intern Mild/Moderate Education Specialist Standards?
4. Are interns appropriately assigned, supported and assessed? How are assignments made and what are the qualifications of those designated to support interns?
5. How are personnel that offer instruction, support, and assessment services assigned to the project?
6. What is the cost of the program?
7. What procedures have been implemented to facilitate transfer of credit as called for in Education Code 44327?
8. In what ways should the program be improved? What are the strengths of the program?
9. Is the program capable of preparing teachers for other areas of disability?
10. What is the potential for the transportability of the program?
11. What, if any, are the elements that should be included by any district that might elect to implement a District Intern Mild Moderate Education Specialist Program?

Results of the Study

1. Does the program meet the minimum requirements of the appropriate statutes?

Staff examined the data provided by the fifty-six interns who returned questionnaires and forty-two persons who were interviewed. In each case the interns met the minimum requirements stipulated in the district intern statutes. All had met the entry requirements of holding a baccalaureate degree with sufficient units equivalent to a minor in a subject field. All had passed the relevant subject matter exam, and completed character identification. All had completed the first year of the program in a general education setting.

All Education Specialist interns completed an initial preservice preparation program, 120 clock hours in length in the general education topics of child development, classroom management strategies and pedagogy. The summer following their year in a general education classroom the education specialists interns had completed a second 120 clock hour preservice program focused on foundational principles of special education. The interns complete a common professional induction plan which includes a total of 660 hours of instruction, a support system that continues throughout the program and an assessment system that includes both formative assessment, portfolio assessment, and summative assessment (Stull Process.)

2. What Are the Characteristics of the Education Specialist District Interns?

In each of the studies of district intern program, the Commission has explored the nature of those who chose to enter/were selected for the program. The collegiate background of the interns was also surveyed Table 3 presents these data. The majority of the Education Specialists received their baccalaureate from a California State University campus. Twenty percent are graduates of the University of California, and twenty- three percent hold baccalaureates from colleges and universities outside of California.

Since its inception, 89 persons have been admitted to the District Intern Program. Twenty-three began their first year in general education classrooms in September, 1998. Because these persons had just entered the program, questionnaire and interview data were not collected from them. There are nineteen interns in the first year in special education classrooms, and thirty-one in their second year in the special education portion of the program. Sixteen persons graduated from the program in June 1998 and were recommended for clear Education Specialist Credentials (Mild/Moderate Disabilities).

Seventy-two percent of the Education Specialist interns are Caucasian. Persons of Asian and Pacific Islander origin make up 11.2% of the intern population; African Americans are 10.1%, and persons of Hispanic origin are 4.5%. Thirty-seven percent of the education specialist interns are male. Twenty-six are thirty years of age or younger; 31% are between 31 and 40; 39% are 41-55; and 4% are 56 or older. Among those who hold advanced degrees, three hold degrees in law (J.D.s) and one person holds a Ph.D. in Folklore.

Table 3

**Degrees Held and Colleges Attended by Education Specialists District Interns
N=56**

Institution	BA	BA/S	MA/S	Post MA
CSU	32	0	4	0
UC	11	0	1	1
CA Private	4	0	1	0
Out of State Private	6	0	1	0
Out of State Public	7	0	3	1
Out of Country	1	0	0	0
Total	61	0	10	2

Candidates received their baccalaureate degree from nine of the CSU campuses and five of the UC campuses. The most frequent major was psychology (20), followed by business (9) and fine arts (8).

Besides meeting the statutory minimum requirements, Education Specialists must meet other district requirements including prior experiences with students with disabilities and attitudes confirmed through interviews of positive pre-dispositions toward students with disabilities. Students are admitted as a cohort. They take all of their coursework together and form strong bond of collegueship and friendship over the three year period.

As with earlier studies the majority of those who entered the Education Specialist program came to teaching after employment in another occupation. In this study previously employed means working full time or nearly full time in the position for more than a year. Employment also means a position held after the completion of college. More than three quarters of the interns indicated that they had come into teaching as a second career. Many of the interns had more than one prior career. Table 4 presents the occupations that were held by the Education Specialists Interns.

Table 4

**Employment Background of
Education Specialist District Interns**

Occupations	Number	Percentage
Aerospace	0	0
Clerical, Office Work	12	14.1
College/University	2	2.4
Emergency Permit Holders	1	1.1
Food Industry	0	0
Management, Accounting	7	8.2
Manufacturing	0	0
Medical	1	1.1
Military	0	0
Other	2	2.4
Para-professionals	2	2.4
Sales, Marketing, Service Industries	24	28.2
Social Services	10	11.8
Teaching (Private Schools, College)	22	25.9
Technical Engineering	2	2.4
TOTAL	85	100%

Many of the interns were first employed by Los Angeles Unified School District on an emergency permit or a credential waiver. Others had taught in another educational venue such as a private school. Nearly one quarter of the interns had previously been employed as a paraprofessional. Table 5 shows the positions in education the Interns have held. Most of the interns had been employed in the district or some other education institution for more than two years before entering the Education Specialist District Intern Program.

Table 5

**Previous Positions Held by District Intern
Education Specialists in Teaching**

	Graduate N=10	Interns in First Year N=18	Interns in Second Year N=28	Total
Long Term Emergency Permit	4	6	10	20
30-Day Substitute Emergency Permit	4	7	9	20
Credential Waiver	3	2	4	9
Other Credential	0	0	1	1
Community College	0	0	0	0
Taught in Another State	1	1	1	3
Taught a Private School	2	4	7	13
Taught in a Child Care Center or Preschool	2	1	6	9
Paraprofessional	2	1	10	13
Adult School Teacher	0	3	2	5
College Instructor/Assistant	2	1	4	7
Other	1	3	1	5
Totals	21	29	55	105

As with earlier studies, the Commission staff was interested in determining what was the motivation for the Education Specialists interest in being a teacher. Table 6 compares the responses given by the Education Specialist interns with the responses given by district interns in a previous study and the responses given by perspective teachers in a national study. The top two answers were similar in all three populations with the "value and significance of education in society" being ranked highest, followed by "desire to work with young people." It appears that the education specialists as a group find opportunities for growth, long time interest in teaching and the influence of family members to be quite important.

Table 6
Comparison With National Sample on
Reasons Why Interns Have Interest in Being a Teacher

Reasons	District Intern Graduates 1996 N=216		NCEI Prospective Teachers* 1992 N=1,003		Total Los Angeles District Intern Participants N=56	
Value or significance of education in society	54%	1	69%	1	55%	2
Desire to work with young people	42%	2	65%	2	59%	1
Interest in subject-matter field	25%	3	36%	3	12%	7
Encouraged by a teacher in elementary or secondary school	7%		21%	5	3%	12
Encouraged by a professor or adviser in college	2%		7%	8	3%	12
Spend more time with my family	7%		6%		3%	12
Financial rewards	5%		3%		--	14
Fringe benefits	11%	10	8%	7	3%	12
Job security	15%	6	6%		11%	8
Long Vacations	5%	5	7%	8	9%	9
Employment mobility	15%	6	1%		14%	6
Preparation program appealed to me	1%		0%		5%	11
Want a change from other work	10%		9%	6	5%	11
Need to increase income in the family	1%		2%		3%	12
Influenced by family member who has a disability	1%		1%		9%	9
Always wanted to be a teacher	15%	7	4%		23%	4
Opportunity for a lifetime of self growth	12%	9	32%	4	27%	3
One of the professions open to me	19%	5	2%		7%	10
Loss of employment	14%	8	5%		2%	13
Influenced by a family member who is/was a teacher	9%		--		21%	5
Interested in school reform	10%		--		5%	11
Interested in contributing to my community	22%	4	--		7%	10
Other	11%		9%		11%	8

*Source: National Center for Educational Information

Interns were asked why they chose this program rather than another program. Nearly all of the comments fell into three categories. By far the most frequently mentioned reason was the financial advantages provided by the program. Thirty-two of the fifty-six respondents said the most compelling reason was that the program was tuition free and that they would get salary and benefits while learning to teach. The second most common response was the practical nature of the program. Twenty-one of the interns stated that the hands-on approaches and on-the-job training made this program preferable to other programs. The third reason that was stated by fifteen of the interns was that they believed that they would get high quality preparation that would prepare them well to be a special education teacher.

What Is the Nature and Scope of the Preparation Program?

Below is the description of the design of the program as stated by the directors of the program that description is followed by a list of the courses for the three years of the program including the first year in general education and the two years in special education. The first year could be spent in an elementary classroom, a secondary classroom or a middle school core classroom. The initial year is spent in a classroom most likely to be similar to the intern's special education placement.

**District Intern Program
PROFESSIONAL DEVELOPMENT PLAN
Special Education
1998-99**

Los Angeles Unified School District
Division of Instruction
Professional Development Branch

Program Design

The Special Education Specialist Credential Program is administered by Mary H. Lewis, Program Director, with the assistance of Norm Marks, Coordinator, and LaKecia Smith, Advisor. There are four District Intern Alternative Certification Program options: Elementary, Elementary Bilingual, Middle School and Secondary. The organizational structure is designed with the District Intern Alternative Certification Program Office as part of the Division of Instruction and Professional Development Unit. The Program has a history of fourteen years of intra-office and intra-program collaboration and support with many other District internal units: Division of Instruction, Special Education Unit, Language Acquisition and Development Branch, Program Evaluation and Research Branch, Intergroup Relations, Parent Community Services and our Personnel Division.

Our program design highlights the use of working practitioners to interpret and model California Commission on Teacher Credentialing (CCTC) and the new Standards for the Teaching Profession as a centerpiece of our instructional thrust. District Intern instructors are District employees chosen for their expertise within a subject specific discipline. Most have a Master's Degree and many are guest lecturers or part-time instructors at local universities. Periodically, the instructional component provides opportunities to share local and nationally recognized authorities such as Harry Wong (The First Days of School), Joan McClintic (Assertive Discipline), and Florine Rosen (gender roles and responsibilities and sexual harassment).

Background

In response to a very critical need for certificated special education teachers, the District was permitted to offer intern contracts for Learning Handicapped Specialists positions under Senate Bill Number 181, authored by Senator Theresa Hughes. In the Fall of 1994, the first group of Special Education District Interns began their training. Recognizing that the California Commission on Teacher Credentialing was rapidly proceeding with restructuring Special Education Credentials, the District Intern Program proactively designed its program to not only meet the standards in place at the time, but to be in step with the "new" standards. Consequently the teacher preparation program for the Education Specialist Mild/Moderate Disabilities is comprehensively designed to meet the CTC Standards adopted in 1996.

We have worked very closely with California State University at Fullerton to develop a three-year special education specialist alternative certification program option. Our program provides a 120-hour pre-service program and a one full academic year of general education experience which has been designed as an option to Special Education Internship. Under Option Two the District offers a singular, integrated program that includes all Level I and Level II Credential requirements.

The program is composed of field based learning with a sound grounding in the theoretical, historical and philosophical foundations of special education practices. Candidates for the program must first pass the CBEST and the MSAT before their acceptance to the program. They are recruited and screened by the District's Personnel Division. Several special recruitment and informational meetings are held periodically during the academic year. In addition, recruitment information is sent along with pay warrants several times during the year. The local site administration or site counsel selects candidates after an interview process.

Conceptual Framework/Knowledge Base The design of the program, while aligned with the Commission on Teacher Credentialing (CTC) standards, is firmly grounded in contemporary, research based practices in special education for students with mild/ moderate disabilities. Coursework has been planned to comply with the legal requirements as mandated by Federal and State laws, (PL 105-17, Individuals with Disabilities Education Act, IDEA; Section 504 of the 1973 Vocational Rehabilitation Act; the Americans with Disabilities Act, ADA; the Hughes Bill) and local District guidelines. Positive behavior support is addressed in course work and in advanced training.

The conceptual framework of the program is based upon the developmental theories of Piaget tempered by the Vygotskian perspective of learning in sociocultural context, and competency based procedural learning gleaned from the past thirty years of research in special education. In addition to subject specific content knowledge, core competencies for teachers of students with learning disabilities as recommended by The Council of Exceptional Children and the National Joint Committee on Learning Disabilities have been incorporated into the design of the program. The California Standards for the Teaching Profession and the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs have also been source documents for establishing the conceptual, theoretical and philosophical framework for Education Specialist Mild/Moderate Intern Professional Development Program.

PROGRAM

BA Degree CBEST M SAT District
Em ploym ent



Year One	General Education
Orientation	
Coursework	Support → Mentor
Classroom Experience	Year One Cohorts



Year Two	Special Education
Orientation	
ED SE 400 to 407;302b	Support → Site Coordinator
Classroom Experience	M entor Teacher (Support Provider) Year Two Cohorts



Year Three	Special Education
ED SE 408 to 412	
ED SE 500A,B,C;ED SE 501	Site Coordinator
ED SE 301C,302B,C	M entor Teacher
Classroom Experience	Support → Site Adm inistrator Year Three Cohorts

The Constitution
CPR
Com puter Tech

State Certification
Education Specialist
M ild/M oderate Disabilities
Level I & II

Reading

A three year post baccalaureate teacher preparation program grounded in sound educational theory, mapped to the standards of the California Commission on Teacher Credentialing and practiced in the

District Intern Program

PROFESSIONAL DEVELOPMENT PLAN

Elementary

Course #	Course Title	Hours	Salary Points
Pre-Service Orientation			
Ed. 101	Orientation to the Elementary Classroom	120 Hrs.	6 Pts.

The three-week orientation provides an overview of the District Intern Program. Los Angeles Unified School District policies and procedures and the critical skills necessary to effectively manage a classroom. Participants spend eight of the days together at the Osage Professional Development Center focusing on outstanding classroom practices and seven days in guided classroom observations at various school sites with the support of a coach. Completion of a two-week lesson plan is required.

Year 1 Program

Practical and theoretical aspects of assessment and measurement in special education.

Focuses on formal and informal measures as they relate to the development of curriculum and individualized instructional programs for individuals with mild/moderate disabilities.

EDSE 403 METHODS OF TEACHING MUSIC AND ART (1)

Instructional strategies and techniques for teaching art/music appreciation and expression as means of communication and for personal, social, and career development.

EDSE 404 METHODS OF TEACHING PHYSICAL EDUCATION/HEALTH (1)

Methods of teaching physical and health education, K-12, with emphasis on physical fitness, and life enhancing health habits. Also focuses on the important role of play, games, sports, dance and recreation in the personal and social development of persons with mild/moderate disabilities.

EDSE 405 POSITIVE BEHAVIOR SUPPORT (1)

Instructional strategies for supporting positive behavior and the development of social competence through direct instruction of social skills. Covers regulations mandated by AB 2386, (Hughes Bill), including functional behavioral analysis.

EDSE 406 COLLABORATION AND COMMUNICATION SKILLS FOR SPECIAL EDUCATION (1)

Issues and problems in collaboration and effective practices for consultation and communication with families, general educators, other school personnel and staff. Emphasizes development of cross cultural communication skills and building partnerships with families of persons with special learning needs from diverse backgrounds.

EDSE 407 MULTICULTURAL ASPECTS OF SPECIAL EDUCATION: IMPLICATIONS FOR TEACHING: (2)

Instructional strategies, methods and techniques for teaching individuals with special learning needs from diverse cultural and linguistic backgrounds. Emphasizes recognition and acceptance of cultural and linguistic pluralism as powerful influences on student learning and achievement; development of culturally sensitive modes of instruction and curriculum for English language learning students; and instructional strategies for teaching multi-culturalism in special education settings.

Third Year Courses

EDSE 408 METHODS OF TEACHING SOCIAL STUDIES. MATHEMATICS AND SCIENCE (1)

Instructional strategies for teaching social studies, science, and mathematics in mullet-level, classrooms with mullet-age emphasis on access to the state framework for individuals with special learning needs.

EDSE 409 COLLABORATIVE CONSULTATION (1)

Advanced issues in collaborative consultation, emphasizing collaboration with general educators to provide inclusive and supportive environments for individuals with special learning needs.

EDSE 410 TRANSITION. VOCATIONAL. AND CAREER DEVELOPMENT (1)

Focuses on issues of transition, vocational, and career development with emphasis on family involvement and development of Individualized Transition Plans.

EDSE 411 LANGUAGE AND LITERACY IN SPECIAL EDUCATION (1)

Principles, curriculum materials, instructional strategies and techniques for teaching reading and language arts with emphasis on utilization of alternative modes, augmentative, assistive devices and computer technology.

EDSE 412 COMPUTER TECHNOLOGY IN SPECIAL EDUCATION CLASSROOMS (1)

Focuses on the use of computers for management of service delivery and on instructional strategies and techniques for teaching computer skills to students with special learning needs.

EDSE 500 a. b. c ADVANCED SEMINARS IN SPECIAL EDUCATION (1-3)

Current issues and trends in special education. Focuses on current research and practice.

EDSE 501 PROFESSIONAL RELATIONSHIPS AND DEVELOPMENT (INDUCTION PLAN)

EDSE 301C PRACTICE IN TEACHING SKILLS

Field experiences, supervised practica in general and special education classrooms.

EDSE 302B AUTHENTIC ASSESSMENT-PORTFOLIO

EDSE 302C PORTFOLIO PRESENTATION

The education Specialist Program consists of 660 hours of instruction in both general education and special education over a three year period.. The coursework is matched to the Commission's Standards of Program Quality and Effectiveness. Interns were asked to report the hours spent in job-related activities. The estimates by the interns are listed in Table 7. The interns estimated spending 48.5 hours a weeks on work and preparation related activities.

Table 7
Average weekly hours intern graduates spend on job-related activities.

	Teaching Classes	Planning Lessons	Attending Classes/ Training Sessions	Conferring with Mentor(s)/ Support Persons	Other
First Year	24.6	13.68	4.57	3.27	2.45
Second year	29.1	9.7	4.4	2.2	2.2
Graduates	28.3	10.2	4.45	3.05	4.15
Total	26.7	11.8	4.5	2.9	2.6

As was mentioned in the first section of this report the credential for education specialists teachers for students with mild to moderate disabilities authorizes teaching of students with many types of disabilities. The preparation programs must include instruction in all of the areas of disability that an intern is likely to encounter. As Table 8 shows in some cases interns teach students with various disabilities before they receive preparation or instruction in those disabilities. The program needs to be sure that the assignment of interns in terms of the disabilities of students that they teach is consistent with the preparation they have received.

Table 8

Please check all of the appropriate boxes to indicate the instruction or experiences that you have had with students who have disabilities.

Area of Disability	Skill and Knowledge Instruction by Intern Program	Taught Students With This Disability	Assisted Other Teachers	Observed	No Experience
Autism	16	27	16	21	11
Emotionally Disturbed	32	49	18	16	3
Deaf and Hard of Hearing	11	19	9	18	19
Blind/Visual Impairments	8	16	9	15	25
Deaf/Blind	5	7	5	14	33
Physical, Health and Orthopedic Impairments	11	31	17	21	13
Speech Language Impairments	19	43	13	16	10
Multiple Disabilities	20	33	15	21	13
Traumatic Brain Injury	11	20	12	11	24

3. Does the program provide high quality instructional opportunities and opportunities to apply all competencies included in the Commission's District Intern Mild/Moderate Education Specialist Standards?

In the questionnaire interns were asked to judge the quality of the instruction and services that they had received. In general they were quite satisfied. Table 9, 10 and 11 below provide the intern's responses. The interns believe that they have been supported, although later questions and opinions given in interviews state that support could be more timely and more connected to the instructional program. Among the most impressive estimates are those made by the interns listed in Table 9 in items I, j, and k. The interns are confident in the skills that they are receiving. They believe that they are

respected and considered peers by their colleagues. In both the questionnaire and in the evaluation done by the district, interns believe that there is a significant increase in their teaching skills based on the instruction and the experiences that they are receiving.

The two areas that were rated the lowest relate to the development of an individualized professional development plan. Because statutes require that the program include all of the requirements of Level 1 and Level 2 preparation, the preparation program must include all of the requirements of both levels. It is expected in the program that interns in the first year of the special education portion would not have much exposure to the develop of an individualized plan, but graduates and second year interns should. The disaggregated results show that some of the graduates and some of the second year students had not had this type of experience.

Table 10 shows that the interns were quite satisfied and confident that the preparation that they have and are receiving has been quite valuable. Only few areas seemed a need considerable improvement. The use of technology, knowledge of assistive devices, and the history and philosophy of special education were the areas most frequently listed as of little value to the interns. Some of the interns expressed that instruction in mental retardation and disorders such as attention deficit disorder needed more attention in the program.

Table 11 shows that the interns were generally quite satisfied with the services that they received. The lowest rated areas were in the formal support provided by the district (see items e, f, g, and h in Table 11). In one in eight instances the interns indicated that formal mentor services were not (yet) available (see item e).

Table 9

**Estimate by Education Specialist Interns
of Quality of Services Offered and
Interns Competence as a Teacher
N=56**

Category		1 - Not At All True	2 - Sometimes True	3 - Usually True	4 - Always True
a.	My special education mentor teacher has been accessible to me.	6	9	11	27
b.	Other school and district personnel have been available to assist me.	1	11	15	29
c.	My teaching has been adequately observed, and my instructional skills and needs have been communicated clearly to me.	3	12	20	21
d.	A school site administrator explained the criteria that was/will be used to evaluate my performance as a teacher.	6	7	20	23
e.	I clearly understand the standards that are used to evaluate my performance as a teacher.	1	13	17	25
f.	I have developed with my support provider an individualized induction plan that guides my studies in the program and my professional growth after completion of the program.	30	5	10	11
g.	I have developed as part of my individualized (professional) induction plan a specific emphasis in an area such as transition, inclusive education, early childhood, behavioral intervention, emotional disturbance, or technology.	24	6	9	17
h.	When I have a question about school or special education policies or practices, I know whom to ask the question.	11	5	18	32
i.	I expect my teaching skills to improve as a result of the courses and training programs that I have attended.	01	2	18	35
j.	The students, parents, and other teachers at my school consider me to be a qualified teacher.	0	2	13	41
k.	The courses and training programs that I attend have improved my teaching skills.	0	7	21	28
l.	My support person (e.g. Mentor) has a clear understanding of the coursework I am taking.	15	15	13	11
m.	After each administrator's evaluation of my teaching, I have received clear feedback about my teaching strengths and weaknesses.	3	10	17	25
Percentage of Total		13.8	14.2	27.6	44.4

Table 10

Estimate of Value by District Intern Education Specialist of Training Received in Special Education District Intern Preparation Program

Category	Available/	0-Did	1-Of	2-Of	3-Of	4-Of
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	Not Taken Yet	Not Attend/Receive	No Value	Little Value	Some Value	Great Value
j. Knowledge of relevant laws, mandates, regulations, and procedural safeguards.	0	0	0	2	14	39
k. Knowledge of diverse learners including the impact for various disabilities on the provision of services to individuals from diverse cultural and linguistic backgrounds.	0	1	1	5	18	29
l. History/Philosophy of Special Education Services.	1	1	2	10	21	20
m. Instructional Strategies for Mild/Moderate Students	0	0	1	5	15	32
n. Behavioral management strategies, including environments to accommodate diverse physical, emotional, cultural and linguistic needs.	0	0	0	7	19	29
o. Strategies for communicating with parents, primary care givers, and other educators the results and implications of assessments, as well as identifying students strengths and needs.	0	0	0	7	27	19
p. Strategies for implementing an integrated, collaborative, inclusionary services model.	2	1	1	7	27	17
q. Knowledge of a variety of formal and informal assessment instruments and ability to use assessment information to modify lesson plans and curriculum.	0	0	1	7	21	26
r. Ability to use technology and supplementary aids in delivery of special education services.	9	2	2	8	25	10
s. Ability to use technology and supplementary aids in delivery of special education services.	1	0	3	9	24	19
t. Ability to adjust, adapt, modify and connect instruction, including core curriculum, to prior knowledge and student interests and needs.	1	0	2	7	16	28
u. Ability to develop, implement and track an Individualized Educational Plan (IEP), an Individualized Transition Plan (ITP), and a Behavior Intervention Plan and understand the differences among them.	1	0	0	5	16	35
v. Ability to employ emergency intervention, on-going positive support and age appropriate least intrusive behavior strategies.	0	0	1	5	24	25
w. Knowledge of the common characteristics of disability categories authorized by the mild/moderate credential and implications for service delivery for the following categories:						
a. Emotionally Disturbed/Behavior Disordered	2	2	0	5	23	22
b. Learning Disabled	0	1	0	0	18	36
c. Mild/Moderate Mental Retardation	3	3	2	9	22	16
d. Other Health Impaired (A.D.D/A.D.H.D.)	3	1	1	9	23	18
TOTAL	23	12	17	97	353	420

Table 11

Estimate of Value by District Intern Education Specialist of Activities in Preparation Program

Category	X-Not	0-Did	1-Of	2-Of	3-Of	4-Of
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	Available/ Not Taken Yet	Not Attend/ Receive	No Value	Little Value	Some Value	Great Value
a. Written materials that have been given to you to explain the District Intern Program and the Education Specialist Option.	0	1	0	2	28	25
b. Meetings in which you were informed of your duties and your school district's policies and practices.	0	0	0	5	20	20
c. Preservice Orientation Program of the District Intern Program.	0	0	0	2	16	38
d. Second Preservice Orientation Program related to the Education Specialist District Intern Program.	0	0	1	2	11	42
e. Assistance provided by your special education mentor teacher.	3	4	0	7	15	27
f. Assistance provided by your grade level or department chairperson, or other coordinators in your school site.	0	0	2	5	24	25
g. Assistance provided by your school principal, assistant principal, or other site level administrator.	0	2	1	9	15	27
h. Assistance provided by support personnel from the district, including district intern administrators.	1	0	4	9	18	25
i. Assistance provided by other teachers in your school (other than your mentor and your department head).	0	0	0	5	18	33
j. The overall quality of feedback about your teaching that you have received from all school or district personnel.	0	0	0	2	24	29
k. Guides (frameworks, course of study, textbooks, and any instructional materials) that have been used in your training program.	0	0	0	2	28	25
Percentage of Total	.7	1.1	1.3	8.2	35.6	53.1

4 & 5. Are interns appropriately assigned, supported and assessed? How are persons that offer instruction, support, and assessment services assigned to the project.

Intern Assignment. Interns are assigned based on vacancies for teachers at specific schools. For the first year of the Education Specialist District Intern Program interns were assigned to a general education classroom. In the second and third year, the intern assignment is a special day class for students with mild to moderate disabilities. The goal of the program was to assign interns to a school where they could continue their assignment for the full term of the program. It has turned out that this continuation of service is not possible because the vacancies for special education teachers did not match the schools where interns were assigned for their general education year. Only 7 of 46 of the current special education interns were able to continue their service in the same school.

The issue of moving from one school to another was a concern for interns, for principals and for district staff. In the interviews the interns spoke of the conflict of leaving the school of their general education classroom. Several of the principals had encouraged them to leave the education specialist program a stay on at the school on an emergency permit. It was also clear that the district administration did not like moving the interns, but because the program is driven by vacancies, there was little choice.

In the interviews with principals, without exception the principals wanted more interns in their schools. As was mentioned above, in some cases they liked the interns so well they encouraged the interns to leave the program so that they could keep them at their school in a general education classroom. All of the principals that were interviewed said that one of their first phone calls when they have a vacancy is to the personnel division to request the placement of a district intern. They noted the frequency that interns chose or were selected to leadership positions in their schools. The principals talked about the "new ideas" that the interns brought. They called them "high energy persons and initiators." One principal characterized the interns in his school by, "They want to be there." Another said they he wanted more district interns because, "I know

what I am getting."

The other issue related to assignment relates to the expertise of the interns and the range of disabilities that students possess in the classes where they are assigned. As Table 8 shows frequently an intern's class includes students with a wide range of disabilities. Because this is a three year program and the instruction is dispersed throughout the program interns will be confronted with many instructional challenges before that segment of instruction has been addressed. Because these are teachers-in-training care should be given by those responsible for assigning the interns that the range of disabilities in the assignment is reasonable given the teacher's novice status.

Intern Support. Information from the study questionnaires and the interviews that were conducted provide data that the formal support system that is provided to the Education Specialist Interns is the weakest element of this program. This does not mean that the interns do not receive support, but it does mean that this is an area that can be greatly improved.

Table 12 reports the support received from all sources including the number of persons who helped the interns the positions of those persons and the types of assistance that was provided. This shows that most Education Specialist Interns received a good deal of support from a variety of education professionals in the areas that are appropriate for novice teachers. Other teachers in the intern's school were particularly active in providing support. More than 80% of the interns listed their principal(s) as an important source of support.

General assistance and problem solving were the most frequently mentioned areas that interns requested and received support. Planning was the next most frequently mentioned area where assistance was given. In nearly every other survey that the authors of this report have done, classroom management was been either the most frequent or second most frequent area of concern or area where the credential candidates said they needed the most help. However, this group of Education Specialist Intern listed management far less frequently than either planning or general support. Follow up inquiries during interviews that were done with interns did not completely clarify why this was the case. Staff's speculation is that the program spends a good deal of instructional time on management issues, and based on interviews, this is a very confident group of district interns who have had an average of three years of prior experience with students.

Interns and graduate interns reported that they were observed an average of four times a year. They estimated that they had an average of nine opportunities to confer with their mentors. They said that they had observed their mentors teacher an average of four times a year. One area that received praise from several interns was the numbers of times that mentors and resource teachers helped the interns find and order materials. Knowing where to finds things can be a significant help for beginning teachers.

Table 12

Support Received by District Intern Education Specialist

Persons Who Have Helped the District Intern.

1 Name	2-3 Names	4-6 Names	7 + Names
2	17	25	10

Type of positions held by the persons who provided support to district intern.

Support Provider/Mentor	Other Teachers	Dept. Chair	Special-ist	Princi-pal/VP	District/DI Personnel	Other
35	96	11	47	45	26	7

Type of assistance provided to district intern.

Plan-ning	General Assist-ance/Problems	Manage-ment	Sup-plies	Curr-iculum	Special Educa-tion IEP	Other
53	110	25	13	16	9	14

As was mentioned earlier a sizable number of the interns noted that the formal support process was incomplete. Twelve percent of the interns said they had not been assigned a mentor. Others said that they were not assigned a mentor (or other formal support provider) until a month or more after they had been teaching. This was confirmed in the interviews with support providers and those who assign support providers. The administrators of the district intern program and the mentor program confirmed that district procedures frequently result in more than a month passing without a formal assignment of a support provider for the intern. In some cases this was because the mentor had not yet been selected. In others it was because of lack of communication among the divisions within the district. All who were interviewed on this issue agreed that this was a concern. All agreed that this was a problem that could be solved.

Another concern is that the formal support system is done at a distance. Only seven of the 46 current interns reported that their mentor teacher taught at the same school as the intern. This is at least partially due to there are not special education mentors at every school. Many of the interns and mentors have overcome the distance issue through the use of phone as

electronic mail. Nevertheless, most of the interns expressed interest in more frequent observations and conferences and more frequent opportunities for occasional discussions.

One of the expectations of the Commission's Education Specialist Standards is that district interns will have opportunities to communicate and collaborate with other education professionals. Table 13 shows the frequency of opportunities for interaction reported by the district interns in this pilot study. In general the interns reported consistent contact with other education professionals. The interns reported relatively infrequent contact with parent organization leaders and members of the community.

Table 13
Opportunity for Communication and Collaboration
with other Educators and Service Providers
N=56

Collaboration Source	No Contact	Phone or Electronic Contact	Occasional Meeting or Encounter	Ongoing Working Relationship
Site Administrators	1	1	18	34
Counselors	6	2	21	23
Psychologists	1	1	11	43
Speech Therapists	13	2	21	25
Other Special Education Teachers (Individually)	0	2	8	46
General Education Teachers (Individually)	0	2	13	42
PTA Leaders	32	1	14	8
Social Workers	23	15	15	3
Community Leaders (e.g. Community Mental Health, Ministers)	36	9	10	3
IEP Development Teams	14	2	11	26
Student Study (Success) Teams(s)	22	1	19	13
Site Management Team	22	0	12	19
Program Specialists	10	6	18	23
District Intern Staff including Site Coordinators	3	3	8	42
Other	0	1	2	8
TOTAL	183	48	201	359

Assessment.

Assessment is a three tiered process. Formal performance assessment by school site administration using normal standardized district processes. Interns also receive formative assessment based on the California Standards for the Teaching Profession. Interns also are assessed based on assignment completion and completion of entries into their portfolio. The annual evaluation which is required by statute is the process used for all non-tenured teachers in the district, commonly called the Stull process. It is carried out by the principal or designee. In most circumstances a pre and post conference is held.

The district intern program conducts and evaluation of classroom performance based on the California Standards for the Teaching Profession. This year the Program has begun using the California Formative Assessment and Support System for Teachers. This system will be provided by the mentor or other designated support provider. The system will be used for both diagnostic and development purposes.

Interns also complete a portfolio development process. The portfolio includes copies of work completed in courses, student work, and specific tasks assigned by the program. Appendix C contains examples of four of these tasks.

One of the areas of concern for the interns was the seeming lack of connection between course assignments and portfolio tasks. Many of the interns requested that a better connection be made between the two types of assignments. Many of the interns said that they were feeling overwhelmed and were having to make choices among classroom planning, course

assignments and portfolio entries. Usually because the portfolio entries were the time that did not a time certain for delivery, they were the assignments that were neglected.

6. What is the cost of the Program?

The Education Specialist District Intern Program is a tuition free program? Virtually all of the costs are paid for through a grant from the California Commission on Teacher Credentialing and from matching funds provided by the district. The district estimates that the program costs \$3,200 per intern per year. \$1,500 of these funds come from a alternative certification grant and the remainder is provided from internal district funds. The expenses in the program include the costs of paying the instructors for the 31 instructional modules in the program.

7. What procedures have been implemented to facilitate transfer of credit as called for in Education Code 44327?

The district has created a transcript that is provided to the intern upon request. It has been used when interns move to other districts or when they move to another state. It is also available to universities, but it appears that more work needs to be done.

Conclusions and Recommendations

Education Code Section 44329 states, "If the district Intern pilot program is successful, the report shall include recommendations regarding expanding the program statewide." The three policy questions posed on the first page of this agenda item are repeated here for convenience.

- Was the pilot program effective in preparing special education teachers?
- Does the program help meet the shortage of special education teachers in Los Angeles Unified School District?
- What are the criteria and circumstances necessary for this pilot preparation program to be expanded to other districts and other disability areas?

This section will first address the question of whether this program is successful. The determination of success will be based on the degree to which the data from the study show that the pilot program provide positive responses to the first two policy questions. The course of judging the success of the program, the following questions will be addressed.

8. In what ways should the program be improved? What are the strengths of the program?
9. Is the program capable of preparing teachers for other areas of disability?
10. What is the potential for the transportability of the program?
11. What, if any, are the elements that should be included by any district that might elect to implement a District Intern Mild Moderate Education Specialist Program?

Conclusions

8. In what ways should the program be improved? What are the strengths of the program?

In general District Intern Pilot Program to prepare Education Specialists (Mild/Moderate Disabilities) that is being implemented in Los Angeles Unified School District has been successful in preparing teachers. The interns were quite satisfied with the instruction that they had received and were confident of the skills that they possess. The program has designed a program that appears to address all of the Commission's Standards of Program Quality and Effectiveness and attends to the principles in the California Standards for the Teaching Profession. There was high praise for the practicality of the program and the support that was available from instructors and fellow interns. One intern stated in the following way.

The strengths of the program are the ability to implement strategies immediately, build a teaching support group immediately (other interns)....

There was high praise for the commitment of the district to high quality special education teachers. There is a clear commitment to correct those areas that need improvement. Those areas that need to be reexamined are listed below.

A. There are some areas of the instructional program that should be examined for possible improvement. These are:

- The use of technology;
- Knowledge of assistive devices;
- History and philosophy of special education;
- Knowledge of mental retardation;
- Knowledge of disorders such as attention deficit disorder.

The program needs to assure that every Education Specialist District Intern has an opportunity to complete all Level 2 Education Specialist requirements including an individualized (professional) induction plan, with a specific emphasis in an

area such as transition, inclusive education, early childhood, behavioral intervention, emotional disturbance, or technology.

B. Although the support system as a whole provides a reasonable level of support there are elements that should be improved. There should not be a gap between when the district interns begin full responsibility for their classroom and when they are assigned a mentor. Although the school site has apparently filled the void in the meantime, district policies should be reexamined so that mentors can be available during the critical beginning weeks of the school year.

Relatively few of the mentors reside at the same sites as the district interns. The district should work toward the goal of having a special education mentor at each site where a special education district intern is placed.

C. There should be a better connection between course assignments and portfolio tasks. The program should endeavor to link and coordinate these assignments.

D. The program should take care to build a strong cadre of instructors. The interns reported that some of the instructors stated that they were hired at the last minute. Several interns suggested that course syllabi should be available at the beginning of each course. Further, they suggested that each course have clear goals and expectations.

9. Is the program capable of preparing teachers for other areas of disability?

This question was asked directly to the administrators of the program. With one exception, all of the administrators from all of the divisions recommended that the program not be extended to other areas of disability. Based on the experience that they have had over the prior three years they believed that they should continue to build and expand the program for teachers of students with mild to moderate disabilities rather than expand to other areas. In particular they want to expand the group of instructors. The program emphasized that the program should not expand beyond its resources- particularly its human resources. No expansion should occur until there is reasonable assurance that there will be high quality instructors available. No expansion should occur unless there is reasonable assurance that there are enough special education services to interns.

10. & 11 What is the potential for the transportability of the program? What, if any, are the elements that should be included by any district that might elect to implement a District Intern Mild Moderate Education Specialist Program?

District administrators were asked to respond to the necessary elements to create an Education Specialist District Intern Program in other districts or consortia of districts. As with the question of expansion into other areas of disability, the district personnel thought that the task of mounting this type of program was a daunting task. The program developers must be able to put together an instructional program that deals with a considerable array of skills and knowledge. In the case of the Los Angeles program there are more than thirty instructional modules. There needs to be administrative staff released from other duties to carry out the program.

There must be space allocated for program administrators and space allocated where the instruction is offered. The space issue is of no small consequence in this time when every building is being used to meet the needs of the Class Size Reduction Initiative. Space allocation is one indicator of the district's commitment to the program. In Los Angeles the shifting of the offices of the district intern program and the need for consistent, dedicated space at locations convenient to the sites where interns work and space that could hold an entire cohort of interns can meet has not been completely resolved.

There must be a support network that provides the assistance to assure intern success. This means that the district(s) that develop the program must have a sufficient number of special education mentors committed to a district intern program from the first day of the program.

Recommendations

1. The District Intern Pilot Program to prepare Education Specialists (Mild/Moderate Disabilities) that is being implemented in Los Angeles Unified School District should examine its instructional program in the areas listed in the Conclusions item 9A to determine if additional instruction is necessary.
2. The formal support system should be examined and revised to assure that every enter has a mentor teacher when s/he takes over responsibility for a classroom and provides timely assistance throughout the program.
3. The program should coordinate the assessment and instructional elements of the program. Course syllabi, clearly stated goals and due dates should be made available to the interns at the beginning of each course segment.
4. Programs should be authorized to be a The District Intern Pilot Program to prepare Education Specialists (Mild/Moderate Disabilities) only if they clearly demonstrate the capacity to develop such a program. All of the items listed in numbers 10 and 11 in the Conclusions above must be present.

Appendices

Appendix A

District Intern Education Specialist Standards

In the final report the standards previously adopted by the Commission will be included.

Appendix B

Examples of Portfolio Tasks

"Who Gets Service?"

Assessment of Students

DESCRIPTION OF TASK

Special Education, (Mild/Moderate), Interns will prepare a comprehensive case study for a student either receiving special education services or being considered for placement in special education.

Task Overview: Eligibility decisions for special education services are some of the most important decisions that are made during a student's educational career. Labeling, placement, and instructional programming must be based upon sound, valid, and comprehensive assessment. As an educational specialist it will be your professional responsibility to provide the most comprehensive strength based assessment possible. In cases where the student is found not to be eligible you also have the professional responsibility to make curricular and or behavioral recommendations that will serve to help ameliorate the situation that generated the referral.

You will prepare a complete case study for (a) a student in your classroom who demonstrates need for a more comprehensive evaluation than would be done for an annual review, or whose pattern of achievement or behavior indicates that either a change of placement or services should be considered, or (b) for a student who has been referred to the Student Study Team for determination of eligibility to receive special education services. The case study will include all pertinent background information, current formal and informal assessment results, and systematic observations made by you, an assessment summary and recommendations for service delivery.

Time Frame:

You will begin this task during the Fall semester of Year Three and complete it prior to the final Portfolio review.

Prompt:

In this task, you will need to provide a descriptive profile of the targeted student and a rationale for your selection. The selected student may be the same student you followed in the Classroom Challenge, if appropriate, or a student you have this year, or a student who is being studied by the School Student Study Team. Documentation for this task will consist of the case study plan worksheet provided for you; observational notes or data cards, test protocols where appropriate, copies of inventories/check lists; any correspondence with parents or other assessors; and your reflective journaling during the whole process. The final product will be a typed full case study and a completed IEP or recommended goals, objectives and service delivery options if the student was found to be ineligible under IDEA guidelines and no formal IEP was developed.

Prompt Breakdown:

Prepare a comprehensive case study demonstrating the assessment process involved in evaluating a student with particularly challenging learning or behavior. You will choose assessment procedures that are clearly related to the problem the student presents and that will result in meaningful information toward its solution. The results of your assessment must be clearly linked to instruction. Recommended individualized behavioral goals and objectives will reflect planned instruction that provides an optimal level of access to age appropriate general education core curriculum with appropriate adaptations and modifications as needed. **(CURRICULUM ADAPTATIONS /MODIFICATIONS DEVELOPED FOR THIS TASK MAY SATISFY THE REQUIREMENTS FOR THE PORTFOLIO CURRICULUM AND INSTRUCTION TASK, IF APPROPRIATE. THIS WILL BE A JOINT DETERMINATION BY THE INTERN AND THE COURSE INSTRUCTOR.)**

Part 1

Select the student to be studied. Write a description of that student and why you have chosen to study him/her. Include what you expect to learn from the process and how you plan to use the information gained. WHAT IS THE QUESTION? WHAT DO YOU WANT TO KNOW?

Part 2

Collect all existing information from school records, classroom work samples and interviews with other staff, family members, and the student. Use the guidelines provided for you as to where you should look for assessment information.

Part 3

Prepare your assessment plan and begin implementing it. Start collecting observational data/ anecdotal records and dated work samples documenting the student's current level of performance. Contact other professionals who may need to be involved in the assessment process, e.g. general education teachers, designated instructional service providers, and any other support personnel involved.

Part 4

Write an assessment summary including the results from all assessment procedures that were completed. Include your recommendations for service delivery and suggested IEP goals and objectives. Include, where appropriate, transition plans. **(TRANSITION PLANS DEVELOPED FOR THIS TASK MAY SATISFY THE REQUIREMENTS FOR THE PORTFOLIO TRANSITION PLAN TASK)** Provide a completed IEP edited to preserve confidentiality, or recommendations for service delivery and suggested goals and objectives based upon your assessment results.

Part 5

Reflect upon the process you used to develop this case study.

- were my questions clearly focused?

- were they directly related to the presenting problem?
- were the tests, procedures, and observations appropriate for the student selected and the presenting problems?
- were the tests and procedures nondiscriminatory?
- were family members involved as valuable participants in the assessment process?
- were they fully informed as to their rights and due process procedures?
- were the goals and objectives developed age appropriate and geared toward access to the core curriculum?
- were my recommendations for adaptations and modifications of the core curriculum easy to understand and apply by general education staff?
- were all stages of the assessment process in compliance with legally mandated guidelines?

Resources:

- District Intern instructors, special education intern cohorts
- Mentor Teachers, Program Specialist, DIS Providers, Support Services Personnel
- Class notes and handouts from assessment and other methods classes
- California Subject Matter Frameworks- District standards
 - o Can Learn, California State Department of Education
- District Bulletins on the IEP Process, Transition Plans, and Eligibility Guidelines

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Artifact/Product The Completed Case Study

"We Can All Learn !"

Curriculum and Instruction

DESCRIPTION OF TASK

The Intern will choose one specific subject content (i.e., science, social studies, core literature) or basic skill area (i.e. reading, math, written language) and prepare a comprehensive, detailed plan to make modifications and adaptations that will make grade level curriculum accessible to an individual student or group of students. A detailed descriptive profile of the learning characteristics of the individual student or group of students for whom the adaptations/modifications are being made will be provided by the Intern.

TASK OVERVIEW:

Very soon after you have started teaching your first special education class you will find that the most significant thing shared by all of your students will be lack of progress in academics. Regardless of the differences of the various diagnostic categories and grade levels in your class, failure to meet age and grade level expectations in the basic skill areas and in specific content areas will be the one common thread. The reauthorization of IDEA stresses the importance of core curriculum access for **all** students **or** an explanation as to why access is not possible. For this task you will identify a core curriculum area or basic skill that you expect all students to achieve to the best of their ability. You will then plan a system of instructional plans with adaptations and modifications based on the learner(s) needs and abilities to make that learning or skill accessible

TIME FRAME:

You will begin this task at the beginning of the school year and complete it by the second portfolio session of the spring semester not sooner.

PROMPT:

You will choose an age and grade level subject content or basic skill area that is appropriate for the age and grade level individual or group you have targeted. The purpose is to make adaptations and modifications that will assist the group or individual student acquire the knowledge or skill in the area chosen that would be acquired if the student or group did not have mild/moderate learning disabilities.

PROMPT BREAKDOWN

- choose a basic skill or subject content area
- obtain a copy of the district curriculum guide or state framework for the specific subject area or basic skill area you wish to teach
- prepare a description of the learner or group of learners for whom the curriculum and instructional plans are being designed (keeping in mind that the purpose of this task is to demonstrate how to make grade level core curriculum accessible to **all learners**)
- Include the student(s) current level of functioning (baseline) in the targeted area based upon classroom formal or informal classroom assessment results
- refer to previous DI courses and resources for descriptions of possible adaptations
- and modifications (see suggestion for combining this task with **Part A** of the **Collaboration and Consultation Task**. If you are combining the two tasks be sure to clearly identify them with their unique task titles.
- prepare your plan
- implement your plan
- evaluate the effectiveness of your plan using assessment data collected prior to and following the implementation (pre and post treatment assessment) keep accurate records of group and/or individual student progress

reflect upon the effectiveness of your plan - what worked, what could have been done differently? What improvements can be made?

RESOURCES:

District Intern Instructors
Support Providers/Mentor Teachers
Class notes and resource material from: EDSE 400 EDSE 401 EDSE 402
California Subject Matter Frameworks
I Can Learn, CALIFORNIA State Department of Education
Strategies for Teaching Students with Learning and Behavior Problems, Bos, C.S., and Vaughn, S.

ARTIFACTS/Products

Completed Plan(s)
Journal entries

NOTES:

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"Working Together" Collaboration and Consultation

Part A Working under the principle that special education is a service and not a place the intern will choose one general education colleague with whom he/she will collaborate to assist a special education student or a student at risk for special education remain in the general education classroom for one or more subjects. The intern will provide a full description of the learner for whom the adaptations/modifications are being designed. The description should include age, grade level, specific learning disability, and current level of functioning in the skill or content area in which s/he is having difficulty. The contacts with the general education colleague should be logged in the intern's journal. This component (Part A) of this task can be, where appropriate, combined with the **Curriculum and Instruction Task**. (See Curriculum and Instruction Task for further direction.)

Part B

DESCRIPTION OF TASK

The Special Education Intern (Education Specialist, Mild/Moderate Disabilities) will prepare and conduct/present a staff development program to assist general education teachers and school site staff to meet the challenges involved in providing age appropriate instruction to students with special learning needs in integrated/inclusive settings.

TASK OVERVIEW:

Recognizing that general education teachers have stated that they are resistant to inclusion of learners with special needs in their classrooms mainly because they feel unprepared to meet those special needs, you will plan and conduct a staff development program to provide general information on the learning and behavioral characteristics of students with special learning needs. **(While your emphasis will be on the characteristics of students with mild/moderate disabilities you will need to make sure that you are knowledgeable about general characteristics and inclusive practices appropriate for meeting the needs of all students who may be integrated into general education classrooms.)**

If it is not possible for you to conduct an Inservice at your school you will prepare a plan for a staff development as described and present it to your Special Education District Intern cohorts. In the latter instance you may choose to work in small groups and make an abbreviated group presentation. Written documentation of the group effort will have to be submitted on an individual basis.

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TIME FRAME:

You will develop the plan during the Fall Semester of Year Three and conduct the Inservice at your school, or present your plan to your special education colleagues during the Spring Semester.

PROMPT:

You will prepare a detailed plan for a staff development program that will provide Inservice training for a school staff designed to prepare the general education staff to effectively and efficiently instruct students with mild/moderate disabilities. The training will involve information on the characteristics, learning and behavioral needs of diverse learners with special needs. Handouts, guest speakers, and focus group activities will be emphasized.

PROMPT BREAKDOWN:

This portfolio task will need to be researched and developed from recommended sources and prepared in detail, including all aspects of planning, from needs assessment of the targeted audience to actual presentation format, materials, and organization.

- Conduct needs assessment
 - school climate and culture(i.e, highly structured, relaxed, unstructured! student centered)
 - current attitudes, beliefs, values toward diversity, disability
 - expressed needs by administrators, and staff
- Target audience - Who will you be addressing?

Make decisions:

Objectives - What do you want the participants to know following your presentation ?

Time frame - How many sessions and the length of the sessions?

Agenda

- Introductory Activity

- Ice Breaker - How do you plan to get your audience involved?

Activity/Presentation that meets objective

Closure- Evaluation

- Handouts

RESOURCES:

EDSE 409

EDSE 401

Mentor Teacher/Support Provider

Peers

Materials acquired from past trainings, workshops, and professional conferences

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Artifacts/Products

A presentation packet, (one-half inch binder or other sturdy folder with clasps), organized as follows:

1. Title page
 - Title of presentation
 - Place of presentation
 - Date(s) of presentation
 - Name of presenter
2. Description of presentation
 - Presentation objectives
3. Agenda
4. Handouts
5. Evaluation form

Notes:

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"Moving On" Transition and Transition Planning

DESCRIPTION OF TASK

The Intern will prepare a comprehensive Individualized Transition Plan for a student at one of the critical developmental stages of the students school career. Using district guidelines and other selected resources, the Intern will choose one of the two described tasks.

TASK OVERVIEW:

Careful longitudinal planning is required for each student with mild/ moderate disabilities to prepare them for successful adaptation to future environment. Federal law mandates that individualized Transition Plans must be made for students beginning at age sixteen. Good practice calls for collaborative planning at the critical transition phases of the students educational career from grades K to 12 and adulthood.

- Elementary - Prepare a detailed individualized plan for (a) a student transitioning from an early intervention or preschool special education program to a general education K or K-1 program or (b) a student transitioning from a special education elementary special day class to middle school with emphasis on integration into age appropriate general education classes.
- Secondary - Prepare a detailed individualized plan for (a) a student transitioning from middle school to high school with detailed plans for inclusion in general education classes, or (b) a student leaving secondary school to enter postsecondary training or directly into the job market. Detailed plans for collaborative interagency planning must be included.

TIME FRAME:

You will choose a student during the first month of the school year who will be making a transition of one of the types described in the task overview. Write a rationale for the planned transition to present to your cohorts by the third portfolio session. During the first semester you will develop the plan and begin making the necessary contacts. The whole plan should be completed and implemented by the last portfolio review session.

Prompt Breakdown

- choose a student
- provide a description of the student, age, grade level, disability
- provide a rationale for the proposed transition
- list the skills and behaviors that the student should have to make a smooth and successful transition to the next

environment

- establish contact with the family regarding the planned transition and get them involved in the planning
- involve the student in the planning
- begin establishing contact with other school personnel who may be involved in the transition process e.g. inclusion specialist, receiving general education teachers, or RSP or if secondary, the agencies and school district transition specialist
- begin gathering information on LAUSD guidelines for transition planning an ITPs (more information on Transition will be given in the related Course EDSE 410 TRANSITION, VOCATIONAL AND CAREER DEVELOPMENT).

RESOURCES

EDSE 410 - Transition, Vocational, and Career Development
District guidelines and information on transition
Support provider/Mentor teacher
Cohorts
Program specialist
District Transition Specialist
Outside agency contacts

Artifacts/Products

The completed transition plan

Notes:

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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: C&CA-1

Committee: Credentials and Certificated Assignments

Title: Proposed Amendments to Title 5 Regulations §80071, Related to Examination Score Validity

✓ Action

Prepared by: Yvonne Novelli, Program Analyst
Certification, Assignment and Waivers Division

Proposed Amendments to Title 5 Regulations §80071 Related to Examination Score Validity

January 21, 1999

Summary

The following proposes to amend Title 5 Regulations §80071 regarding the five-year time limitation on examination scores used for certification purposes. The proposed amendments detail the time limitation imposed and clarify the specific examinations not affected by the limitation. A copy of the proposed regulation is attached.

Fiscal Impact Statement

There will be a minor short-term cost to the agency related to the public hearing if the recommendation is adopted, but there is no long-term fiscal impact. This action will place existing procedure into regulations.

Policy Issues to Be Resolved

Shall the Commission require that each examination score used to satisfy certification requirements be earned within five years of the issuance date of the credential for which the score is used? Shall the Commission exempt specific examinations from this five-year validity limit?

Staff Recommendation

Staff recommends that the Commission approve the following amendments to Title 5 Regulation §80071 for the purposes of beginning the rulemaking file for submission to the Office of Administrative Law and the scheduling of a public hearing.

Background

Title 5 Regulations §80071 was last updated in 1981. It maintains that passing examination scores are applicable toward certification if the credential is granted within five years of the date the test was passed. This was implemented at a time when relatively few examinations were used toward certification and all but one examination had a single passing score. Since then, the number of examinations used to satisfy certification requirements has increased and many examinations have multiple passing score requirements. Due to these changes, the wording in §80071 no longer clearly addresses all concerns regarding the length of validity for examination scores used to satisfy credential requirements. This was presented as an information item at the January 1999 Commission meeting.

Proposed Amendments to §80071

Under the current §80071, an applicant is required to use an examination score for certification within five years of the date the examination was passed. There are several issues not clearly addressed in the regulation that have created some concern because of varying interpretations or conflicts with Commission procedure. The greatest concern is regarding the lack of clarity regarding the five-year limit on the use of examinations for which the Commission has established multiple passing score requirements. The Multiple Subjects Assessment for Teachers (MSAT) is one of the examinations with a multiple passing score requirement. The MSAT has three passing score requirements: 1) a score of at least 148 on the Content Knowledge section, 2) a score of at least 147 on the Content Area Exercise section, and 3) a total score of at least 311. Using the MSAT as an example, should the five-year limit apply to a) each score that meets one of the three passing standard requirements or b) only the most recently earned score of the three? This is discussed in more detail below, followed by the rationale for other changes found within each subsection of the proposed regulations.

Five-Year Limit Defined

With regard to examinations that have multiple passing score requirements, the current wording in §80071 does not specify if the five-year limit applies to each required score or to the examination in its entirety. The following discusses the two options.

For an examination that has multiple passing score requirements, the current wording of the regulations may be interpreted to require the five-year limit on only the last score earned by the candidate because that is when, as a whole, the examination was passed (i.e., all passing score requirements were met). This interpretation would allow an individual to meet the passing score requirement for all but one section of the examination then, years later, meet the passing score requirement for the final section and apply for the credential. It would also allow individuals to meet the passing score requirement for the entire examination and then, again years later when they are ready to apply for the credential, retake a single section in order to be within the five-year limitation. This interpretation would not verify current knowledge of all subject area topics.

A second interpretation of this regulation would apply the five-year limit to each score required for the examination. In this interpretation, an individual who meets the passing score requirement for a section of an examination must meet the passing score requirement for the remaining sections, complete any other credential requirements, and apply for the credential within five years of meeting the passing score requirement for the first section. This is the current interpretation used by the Commission. It is more consistent than the first interpretation, and, more importantly, it establishes the individual's *current* subject matter knowledge. Staff has incorporated this interpretation into the proposed amendments to §80071(b).

The Article Title

In the proposal, Article 3 has been re-titled to reflect the changes that have occurred over the years. The proposed title reflects the numerous exam-related regulations found in this article, and, with the addition of the credential waiver structure in 1994, the re-naming of the examination waivers to subject matter programs.

§80071(a)

This proposal would make the following changes to this subsection.

1. The indecisive term "elects" would be replaced with "seeks" to make the sentence more direct.
2. The addition of "certificate, permit, or waiver" clarifies that this subsection applies to any examination regardless of the type of document requested.
3. Within the first sentence, "on academic achievement and/or proficiency examinations approved by the Commission" has been removed because it adds no new information and makes the sentence difficult to read.
4. The proposal will remove the next to the last sentence because part of it is redundant and the remainder is re-worded elsewhere. It states that the Commission sets the passing score requirements and that the passing score requirements are those in effect for the year the exam was taken. The first sentence in this subsection now addresses both issues.
5. The last sentence is unnecessary because the basic premise of this regulation is that the examination is used or "processed" at the point when the document requiring the examination is granted.

The proposed amendments to this section, as discussed previously, would clarify the five-year limit and apply it to each examination score used to satisfy certification requirements.

§80071(c)

The proposal adds consistency between the treatment of the Reading Instruction Competence Assessment (RICA) Video Performance Assessment and the RICA Written Examination so, even though the former is not labeled an "examination" in Education Code §44283, the five-year limit still applies.

§80071(d)

The addition of (d) places current policy into regulations by clarifying that the five-year limit does not apply to examination scores that have been previously used for certification. An example would be MSAT scores used to apply for an internship Multiple Subject Teaching Credential and then used again to apply for a professional clear Multiple Subject Teaching Credential.

§80071(e)

Subsection (e) is added for clarification. The specific examinations listed in this section have traditionally been unaffected by the five-year limit. Requirements such as knowledge of the United States Constitution and experience learning a second language for the Crosscultural, Language and Academic Development Certificate do not represent knowledge of subject matter that educators must teach to their students. Additionally, units granted by an institution based on an examination, such as the College-Level Examination Program or Advanced Placement, have traditionally been given the same status as units granted based on actual coursework. They are also used to satisfy course requirements, rather than examination requirements, for certification such as supplementary authorizations and child development permits.

Article 3. Subject Matter Examinations and Examination Waivers Subject Matter Programs

80071. Qualification by Examination for Issuance of Credential

- (a) Every applicant who elects seeks to qualify for issuance of satisfy a credential, certificate, permit, or waiver requirement by examination shall be required to must meet the passing score requirements(s) established by the Commission on academic achievement and/or proficiency examinations approved by the Commission that were in effect at the time the examination was taken. A list of the adopted examinations and passing scores requirements will be made available upon request to the Commission. The standard applicable to an examination score is the standard established by the Commission for the year during which the examination is taken. Passing scores shall be processed by the Commission at the time of application for a credential requiring such examination.
- (b) Scores will be usable for certification purposes for a period of five years from the date the test was taken, provided the individual's passing test score met or exceeded the passing score standard in effect at the time the test was taken. For each examination score used to satisfy a requirement for the issuance of a credential, certificate, permit, or waiver, there can be no more than five years between (1) the date the score was earned and (2) the issuance date of the credential, certificate, permit, or waiver for which the examination score is used.
- (c) For purposes of this section, the Video Performance Assessment of the Reading Instruction Competence Assessment, described in Education Code §44283, is considered an examination.
- (d) Once an examination score has been used to satisfy a California certification requirement, it may be used to satisfy a requirement of another certification document regardless of the five-year limit described in subsection (b) if the score satisfies the passing score requirement for the new document.
- (e) The five-year limit described in subsection (b) shall not apply to scores on examinations used to 1) verify knowledge of the Constitution of the United States, as specified in Education Code §44335; 2) grant credit by an institution of higher education; or 3) verify experience learning a second language required for the Crosscultural, Language and Academic Development Certificate, as specified in Section 80015 of the Title 5 Regulations. The five-year limit on scores described in subsection (b) shall not apply to any examination that is exempt from this requirement by statute or regulation.

NOTE: Authority cited: Sections 44225(d) and 44252(a), Education Code. Reference: Sections 44252, 44253.3, 44280, 44283, and 44289, and 44335, Education Code. (Filed 4-17-81; effective thirtieth day thereafter; Register 81, No. 16).





California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: C&CA-3

Committee: Credentials and Certificated Assignments

Title: Proposed Amendments and Additions to Title 5 Regulations Concerning Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments

✓ Information

Prepared by: Terri H. Fesperman, Program Analyst
Certification, Assignment and Waivers Division

Proposed Amendments and Additions to Title 5 Regulations Concerning Administrative Services Credentials and Teachers Serving in Non-Instructional Assignments

January 20, 1999

Summary
At the January 1999 Commission meeting, staff presented proposed additions and amendments to Title 5 Regulations for the Administrative Services Credential and for teachers in non-instructional positions. Concerns were raised by some individuals regarding parts of the proposed regulations and the timeline for the regulations. Staff was directed to review the regulations in light of the concerns expressed and to bring the report back to the February Commission meeting for information.

Fiscal Impact
There is no fiscal impact in this information item.

Policy Issues to be Resolved
Should the Commission define more specifically the requirements for the Administrative Services Credential? Are the proposed authorizations appropriate for the Administrative Services Credential and for teachers in non-instructional assignments?

Background
Education Code Section 44225(e) requires the Commission to "determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders." In carrying out these duties, staff has found that some sections of the Education Code and Title 5 regulations pertaining to assignment are sufficiently vague to create confusion or allow questionable interpretation among educational employers. Staff proposed at the August 1998 Commission meeting a general plan to clarify in regulations those areas pertaining to assignment that are open to misinterpretation.

At the August Commission meeting, staff was directed to meet with a group of educators to discuss proposed changes to regulations governing the authorization for the Administrative Services Credential. The individuals listed below participated in an all day discussion on December 8. They represent diverse organizational views.

Name	Job Title	Agency	Representing
Linda Frost	Principal	Manteca USD	ACSA
Kathleen McCreery	Educ. Services Director	Temple City USD	ACSA
Rhonda Kramer	Credential Analyst	Rialto USD	CCAC
Kathy Sloan	Credential Analyst	Ramona USD	CCAC
Cynthia Free	Credentials Supervisor	San Diego County	PASSCo
Merilee Johnson	Personnel Director	Glenn County	PASSCo

Linda Lester	Asst. Superintendent, Human Resources	West Contra Costa USD	District Administrator
Richard Pierucci	Asst. Superintendent, Human Resources	Woodland Joint USD	District Administrator
Kim Breen	Teacher	West Covina High	CTA
Sandra Mack	Teacher	Lowell High	CFT
Betty Gardin	Personnel Director	Los Angeles USD	Los Angeles USD
Albert Koppes	School of Educ. Director	Loyola Marymount Univ	IHE
Carol Riley	Cred. Office Supervisor	CSU Long Beach	IHE

The discussion at the December 8th meeting focussed on the duties of administrators and on the non-instructional duties that could be performed by an individual who is prepared to be a teacher. It was the consensus of the group that the responsibilities of an administrator need to be more clearly identified and differentiated from the non-instructional duties of a teacher. Many of those in attendance stressed the move by school districts to expand the role of teachers, especially in the area of mentoring other teachers. This type of assignment usually does not allow a teacher to evaluate the performance of a fellow teacher, but instead to perform the role of coach and support person. In most situations, teachers provide peer assistance as opposed to peer evaluation although in a very few districts the collective bargaining agreement allows such evaluation. Teachers regularly serve as program coordinators at school-sites, and in district, and county offices while under the supervision of credentialed administrators. Serving in these positions provides a career ladder for teachers, some of whom may want to pursue an administrative services credential. Additionally, this allows the school district to study the teacher's potential for administrative leadership.

As a result of this discussion, the importance of defining the non-instructional duties a teacher could perform as program director under the supervision of an individual holding an Administrative Services Credential was evident. It was also clear to the group that a teacher should be able to provide staff development at the school site, district or county level. The group drafted three proposed authorization statements for the Administrative Services Credential, teachers serving as program coordinators, and teachers providing staff development. In addition, staff drafted regulations for the requirements for the Administrative Services Credential since previously none existed in regulation other than those concerning the accreditation of the program.

At the January 1999 Commission meeting, staff presented proposed additions and amendments to Title 5 Regulations for the Administrative Services Credential and for teachers in non-instructional positions. Concerns were raised by some individuals regarding parts of the proposed regulations and the timeline for the regulations. Staff was directed to review the regulations and bring the results of the review to the February Commission meeting. On January 15th staff met again with the group of educators who helped draft the administrative and non-instructional assignment authorization statements. Staff presented the concerns raised by constituents at the January Commission meeting. The group discussed possible changes and reached consensus on the changes to the administrative and non-instructional assignment regulations that are presented in this item. Because of the very short timeline between the January and February Commission meeting there was not time to send the proposed revisions to other constituent groups.

Proposed Amendments for the Administrative Services Credential - Requirements

The proposed regulations, Section 80054, are the same as were presented at the January Commission meetings. There were no concerns raised at the meeting regarding the requirements for the Administrative Services Credentials.

The existing content of Title 5 Section 80054 concerning the Administrative Services Credential references the valid period of the clear credential which is out-of-date and does not include the preliminary credential which the Commission has been issuing since 1994. The dating information for the *professional* clear credential is contained in another section of regulations (80053). The proposed amendments to this section would revise the existing language for the valid period of the credential and propose appropriate content for the requirements for the credential. Staff proposes that Section 80054 be amended to include the requirements for the Administrative Services Credential and that Section 80523.5 be deleted as it will be redundant if the changes in Section 80054 are made.

The proposed changes to Title 5 §80054 clarify the requirements and the valid period for the preliminary and professional clear Administrative Services Credential with the elements summarized below:

- Subsection (a) includes the requirements for the preliminary Administrative Services Credential: a valid prerequisite credential, completion of a professional preparation program, passage of CBEST, verification of experience, and an offer of employment. Applicants prepared in California must apply through a college or university with an accredited program while out-of-state applicants may apply directly to the Commission. The availability of the Certificate of Eligibility is also included in this subsection.
- Subsection (b) describes the validity period of the preliminary credential that ties the dates of the preliminary credential to the expiration date of the prerequisite credential.
- Subsection (c) states that the authorization for the preliminary credential may be found in Section 80054.5. (This section will be described in the next section of the agenda.)
- Subsection (d) includes the requirements for the professional clear Administrative Services Credential: valid

preliminary Administrative Services Credential, verification of experience, completion of an individualized advanced program, and the recommendation of a college or university with an accredited program.

- Subsection (e) describes the five-year validity period of the professional clear credential.
- Subsection (f) states that the authorization for the professional clear credential may be found in Section 80054.5. (This section will be described in the next section of the agenda.)

Proposed Amendment

Title 5 §80054. Services Credential with a Specialization in Administrative Services; Requirements.

- (a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (6).
- (1) One of the following:
- (A) a valid California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or
 - (B) a valid California designated subjects teaching credential provided the applicant also possesses a baccalaureate degree; or
 - (C) a valid California services credential in pupil personnel services, health services, library media teacher services, or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;
- (2) Completion of one of the following:
- (A) a specialized and professional preparation program in administrative services taken in California and accredited by the Committee on Accreditation as described in Title 5 Section 80096; or
 - (B) a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or
 - (C) one-year internship program in administrative services accredited by the Committee on Accreditation;
- (3) Passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b);
- (4) Verification of one of the following:
- (A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or
 - (B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status;
- (5) One of the following:
- (A) a recommendation from a California regionally accredited institution of higher education that has a preliminary administrative services program accredited by the Committee on Accreditation; or
 - (B) an individual who completed his or her professional preparation program outside of California as described in (a)(2)(B) above, may apply directly to the Commission for the preliminary Administrative Services Credential; and
- (6) Verification of an offer of employment in a full- or part-time administrative position in a public school or private school of equivalent status.
- (7) An individual who has completed requirements (1) through (5) above but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and authorizes the holder to seek employment.
- (b) A Preliminary Administrative Services Credential with a Specialization in Administrative Services issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially only until the date of expiration of the valid prerequisite teaching credential, or Services Credential with a Specialization in Pupil Personnel, Health, or Librarian Services, as defined in (a)(1) of this section but for not more than five years.
- (a) A Preliminary Administrative Services Credential with a Specialization in Administrative Services that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite teaching credential, or Services Credential with a Specialization in Pupil Personnel, Health, or Librarian Services, as defined in (a)(1) of this section but for not more than five years.
- (c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.
- (d) The minimum requirements for the professional clear Administrative Services Credential include (1) through (4).
- (1) Possession of a valid preliminary administrative services credential;
- (2) Verification of two years of successful experience in a full-time administrative position in a California public school or California private school of equivalent status, while holding the preliminary administrative services credential;

- (3) Completion of an individualized program of advanced administrative services preparation accredited by the Committee on Accreditation designed in cooperation with the employing agency and the college or university as described in Title 5 Section 80097; and
- (4) A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services program accredited by the Committee on Accreditation.
- (e) A professional clear Administrative Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (f) A professional clear Administrative Services Credential authorizes the services specified in section 80054.5.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44252(b), 44270, 44270.1, 44372, and 44373, Education Code.

With the addition of the credential requirements to Section 80054 including a designated subjects credential with a bachelor's degree serving as a prerequisite credential, Section 80523.5 is no longer necessary. Staff is proposing to delete this section.

Proposed Deletion

Title 5 §80523.5. Administrative Services Prerequisite.

A valid designated subjects adult education teaching credential shall be accepted as an appropriate prerequisite credential for the Administrative Services Credential, provided the applicant also possesses a baccalaureate from a regionally accredited college or university.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225(m) and 44270(a)(1), Education Code.

Proposed Addition to Regulations for the Administrative Services Credential - Authorization

The problems identified in the Administrative Services Credential were in several areas. The first was the timeline for review of the regulations was too short. The proposed regulations are being presented again as an information item and will return for action to start the rulemaking file and conduct a public hearing. The earliest a public hearing can be scheduled would be May or June. The second concern was in Section 80054.5 regarding the inclusion of evaluating, disciplining, and supervising classified personnel in the authorization for the Administrative Services Credential. While continuing to maintain this authorization for the Administrative Services Credential, subsection (b) was added to clarify that the local level may authorize classified personnel to supervise other classified employees. There was an additional concern that sections of the Education Code that allow the assignment of personnel who do not hold administrative credentials to serve in specified administrative positions were not cited in the regulations. Subsection (c) of §80054.5 was added to the revised regulations to indicate that these options are not affected by these changes.

Three sections with authorizations are proposed. First, staff is proposing to add Title 5 §80054.5 to define the authorization for the Administrative Services Credential with the elements summarized below:

- Subsection (a) contains the authorization for the Administrative Services Credential to allow the holder to perform the services in subsections (1) through (8) in grades preschool, K-12, and adults.
- Subsection (a)(1) allows the holder to develop, coordinate and assess instructional programs as found in EC §44065.
- Subsection (a)(2) allows the administrative services credential holder to evaluate both certificated and classified personnel.
- Student discipline as found in EC §44065 and contained in §48000 and sections following is described in subsection (a)(3).
- Subsection (a)(4) contains the authority to perform both certificated and classified personnel discipline as found in EC §44800 and sections following.
- Subsection (a)(5) allows the holder to supervise both certificated and classified personnel.
- Management of fiscal services is specified in subsection (a)(6).
- Subsection (a)(7) describes recruitment, employment, and assignment of certificated and classified personnel as found in EC §44065.
- The authorization to develop, coordinate, and assess student support services as found in EC §44065 is contained in subsection (a)(8).
- Subsection (b) explains that local governing boards are allowed to authorize classified personnel to supervise other classified staff.

Subsection (c) describes that there are options available in the Education Code to local governing to assign individuals in the area of administrative services.

Proposed Amendment

The original text of the proposed regulations remains single underlined, deletions are lined through, and additions are double underlined.

Title 5 §80054.5. Services Credential with a Specialization in Administrative Services; Authorization.

- (a) A Services Credential with a Specialization in Administrative Services authorizes the holder to provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults.
 - (a)(1) Development, coordination, and assessment of instructional programs;
 - (b)(2) Evaluation of certificated and classified personnel;
 - (c)(3) Student discipline, including but not limited to suspension and expulsion, pursuant to Education Code Section 48000 et seq.;
 - (d)(4) Certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement, pursuant to Education Code Section 44800 et seq.;
 - (e)(5) Supervision of certificated and classified personnel;
 - (f)(6) Management of school site, district or county level fiscal services;
 - (g)(7) Recruitment, employment, and assignment of certificated and classified personnel; and
 - (h)(8) Development, coordination, and supervision of student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.
- (b) Nothing in these regulations are intended to impinge upon the authority of the local governing board to authorize classified personnel to supervise other classified employees.
- (c) Nothing in these regulations are intended to limit the employment and assignment authority of local governing boards under Education Code Sections 44270.2, 44065(d), 44069(c), 44834, or any other provision that may provide local discretion in the assignment of personnel.

Note: Authority cited: Section 44225, Education Code. Reference: Section 44065, 44069, 44270.2, 44800 et seq., and 48000 et seq., and 44834, Education Code.

In the section of the proposed regulations for teachers providing staff development, there was a concern raised at the January meeting that the regulation would restrict a district's ability to use teachers and other personnel in the delivery of staff development. Section 80020.4 is an authorization for teachers who have been moved from their classroom teaching assignment to serve as a school, district, or county staff developer. Subsection (a) was reworded to clarify the intent. Subsection (b) was revised to address another concern about a district's authority to use personnel in providing subject-specific staff development. As modified, subsection (b) includes individuals whose subject area expertise has been verified by the local governing board as well as those who hold a credential in the subject area.

In the second authorization statement, staff is proposing to add Title 5 §80020.4 to allow the holder of a teaching credential to serve as staff developer with the elements summarized below:

- Subsection (a) describes the type of credential an individual serving as a school-site, district or county level staff developer needs to hold. Requiring a credential based on a bachelor's degree, teacher preparation, and student teaching eliminates the holder of an emergency permit or waiver from performing this service.
- Subsection (b) describes that subject specific staff development should be provided by an individual who has either verified their subject area expertise or holds a teaching credentials in the subject area of the staff development.

Proposed Amendment

The original text of the proposed regulations remains single underlined, deletions are lined through, and additions are double underlined.

Title 5 80020.4. Teachers Providing Serving as Staff Development Developer.

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may provide serve as school-site, district, and or county-wide staff development developer in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) Staff development which is subject-specific must be provided by an individual holding a credential in the subject. A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and 44225(d), Education Code.

The concern expressed with Section 80020.4.1 for teachers serving as program coordinators was that it was not within the purview of the Commission to establish employment requirements. Subsection (a)(1) and (2) were removed from the regulations. Subsection (c) was added to grandparent those teachers who have served as reading coordinators a minimum of three years prior to July 1, 2000.

In the third authorization statement, staff is proposing to add Title 5 §80020.41 to allow the holder of a teaching credential to serve as coordinator of a program. The proposed regulations differentiate between programs at the school site and those at the district and county level with the elements summarized below:

- Subsection (a) allows the holder of a teaching credential based on a bachelor's degree and a teacher preparation program including student teaching to serve as school site, district, or county level program coordinator.
- Subsection (b) describes that reading programs at the school site, district or county level must be coordinated by an individual holding the appropriate reading credential or certificate or Administrative Services Credential.
- A grandparenting clause for those individuals who have served for a minimum of three years prior to July 1, 2000 as reading coordinators on their basic teaching credential is included in subsection (c).

Proposed Amendment

The original text of the proposed regulations remains single underlined, deletions are lined through, and additions are double underlined.

Title 5 Section 80020.4.1. Teacher Serving as Program Coordinator.

- (a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as the school-site program coordinator in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may, with his or her consent, be assigned to coordinate serve as staff development or curricular development programs coordinator designed to improve instruction and enhance student learning at the school site, district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults if he or she verifies both of the following.
 - (1) The attainment of permanent status as defined in Education Code Section 44929.21 or 44929.22 or 44929.23 in a California school district within the previous ten years; and
 - (2) Completion of five years of full-time teaching experience in a public school within the previous ten years.
- (b) Irrespective of the provisions set out in this section above, only individuals who hold either a the Reading and Language Arts Specialist Credential or Administrative Services Credential may coordinate district or county level reading programs. Effective July 1, 2000, school site reading programs may be coordinated only by individuals who hold a the Reading and Language Arts Specialist Credential, Restricted Reading Specialist Credential, Reading Certificate, or Administrative Services Credential.
- (c) An individual who has served as a reading coordinator for a minimum of three years prior to July 1, 2000, on the basis of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent shall be authorized to continue in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d) and 44259.9(b), 44929.21, 44929.22, and 44929.23, Education Code.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: C&CA-4

Committee: Credentials and Certificated Assignments

Title: Proposed Additions to Title 5 Regulations Pertaining to the Reading and Language Arts Specialist Credential and Teaching Reading as a Separate Subject on a Basic Teaching Credential - (Report)

✓ Information

Prepared by: Terri H. Fesperman, Program Analyst
Certification, Assignment and Waivers Division

Proposed Additions to Title 5 Regulations Pertaining to the Reading and Language Arts Specialist Credential and Teaching Reading as a Separate Subject on a Basic Teaching Credential

January 20, 1999

Summary

This item introduces proposed additions to Title 5 Regulations pertaining to the Reading and Language Arts Specialist Credential and for teaching reading as a separate subject on a basic teaching credential. These proposed regulations include authorization statements for the Reading and Language Arts Specialist Credential and for teaching reading as a separate subject on a basic teaching credential and includes the specific requirements for the Reading and Language Arts Specialist Credential.

Fiscal Impact

There is no fiscal impact in this information item.

Policy Issues to be Resolved

Should the Commission define more specifically by regulation the requirements for the Reading and Language Arts Specialist Credential? Are the proposed authorizations appropriate for the Reading and Language Arts Specialist Credential and for teaching reading as a separate subject on a basic teaching credential?

Background

Education Code Section 44225(e) requires the Commission to "determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders." In carrying out these duties, staff has found that some sections of the Education Code and Title 5 regulations pertaining to assignment are sufficiently vague to create confusion or allow questionable interpretation among educational employers. Staff proposed at the August 1998 Commission meeting a general plan to clarify in regulations those areas pertaining to assignment that are open to misinterpretation. At this meeting, staff is proposing regulations for the Reading and Language Arts Specialist Credential and for teaching reading as a separate subject on a basic teaching credential.

The ability to read, comprehend, and interpret all manner of texts is integral to the education of children. Reading and language arts includes the ability to communicate effectively through written and spoken word, study skills, and critical thinking and analysis. A student's success in school, and often later in the work world, depends greatly on the mastery of reading and language arts skills. A comparison of the course work or examinations needed for the various credentials and certificates that authorize teaching reading is found in the chart on the following page.

Comparison of Reading Requirements

Type of Credential or Certificate	Reading Course Work or Examination Requirement
Multiple	One course; effective 10/98 RICA added for California trained teachers

Subject Credential	
Single Subject in English Credential	One course
Restricted Reading Credential	Basic teaching credential, three years of teaching experience, and specific course work in elementary school reading, elementary school language, diagnosis and remediation of reading of reading disabilities, and directed reading clinical practice
Reading Certificate	Basic teaching credential and three years of teaching experience AND either (1) twelve semester units in specified areas (sunset June 30, 2000) OR (2) passage of the RICA and six semester units of course work in specified areas (sunset in 2000) OR (3) completion of an approved Reading Certificate program (12 - 16 semester units of course work)
Reading and Language Arts Specialist Credential	Basic teaching credential and completion of an approved Reading and Language Arts Specialist Credential Program (approximately 30 semester units of course work)

Teaching reading is part of every elementary classroom. Reading in these self-contained classrooms is being taught by holders of credentials authorizing elementary level teaching: Multiple Subject, Standard Elementary, or General Elementary Teaching Credentials as well as the Single Subject Teaching Credential in English. In addition, holders of these credentials, the Reading Certificate, the Restricted Reading Credential, and the Reading and Language Arts Specialist Teaching Credential are authorized to teach reading as a specific subject.

Teaching of Reading Requirement for the Multiple and Single Subject Credential

A reading course or examination has been required for the Multiple Subject Teaching Credential since 1974. Education Code §44259 requires each Multiple and Single Subject Teaching Credential program to include the study of reading and §44227 requires the same for the out-of-state trained teacher. Prior to 1998, the *Reading Standard* for the Multiple Subject Teaching Credential Program directed a college or university to address communication including reading, but did not go into depth regarding the content of the reading course.

In 1996, the Commission and the California Department of Education collaborated on a statewide effort to improve reading achievement entitled *the California Reading Initiative*. The Commission's role included the work of the Commission-appointed Technical Advisory Task Force on Teacher Preparation for Reading Instruction. One outcome of this task force was a new *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English* which is more detailed than the previous standard. The *Standard* outlines the elements of a thorough preparation program in reading instruction that provides . . . "substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject Teaching Credential to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts, including explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language background." Beginning in the fall of 1998, all colleges and universities with Multiple Subject Teaching Credential programs updated their reading course to the new standard.

Another change was the addition of the Reading Instruction Competence Assessment (RICA) as a requirement for the initial issuance of a Multiple Subject Teaching Credential effective October 1, 1998. The requirement does not apply to applicants who hold a valid elementary credential from outside California.

Even though the teaching of reading requirement has been recently improved, individuals who are currently issued a Multiple Subject Teaching Credential may still have as little as one reading course. For this reason, the Restricted Reading Specialist Credential, the Reading Certificate, and the Reading and Language Arts Specialist Credential were created to support classroom teachers and to provide essential help in reading to students in California's public schools.

Restricted Reading Specialist Credential

The Miller-Unruh Reading Program was designed to help young children to correct early reading difficulties. The specific provisions of law that governed the Miller-Unruh Program "sunset" in 1987. However, under the sunset laws, funding continues to flow to school districts that provide programs consistent with the intent of the law -- to "provide a reading instruction program directed to the prevention of, and the correction of, reading disabilities at the earliest possible time in the educational career of the pupil" (Education Code Section 54101). The Commission-sponsored legislative effort resulted in authorizing the Commission to issue a Restricted Reading Specialist Credential. This credential is available only to individuals who held the extinct Miller-Unruh Reading Specialist Certificate and requires possession of a basic teaching credential, three years of teaching experience, and specific course work in elementary school reading, elementary school language, diagnosis and remediation of reading disabilities, and directed reading clinical practice.

Reading Certificate

In February of 1995 the Commission sponsored legislation to reinstate a reading certificate modeled after the Miller-Unruh Reading Certificate to allow classroom teachers and teachers serving in other categorically funded state or federal programs who were interested in voluntarily pursuing a separate reading authorization to serve students who are struggling with basic reading skills and strategies. In 1997, the Reading Certificate was established which authorizes the holder to assess students reading, provide elementary level teaching instruction, develop, implement, and adapt reading content curriculum, and assist classroom teachers in the area of reading at one or more school sites. To qualify for the Certificate, the individual must hold a basic teaching credential, verify three years of teaching experience, and complete a specific course of study in reading.

Reading and Language Arts Specialist Credential

The Reading and Language Arts Specialist Credential Program, approximately thirty semester units of course work, prepares individuals to play a leadership role at the school site, the school district, or the county office of education. There is an emphasis on working with students experiencing serious difficulties with reading and on offering decision-making and research skills and abilities that affect programmatic decisions. A basic teaching credential is a prerequisite to the specialist credential.

Reading and Language Arts Specialists are prepared to work with students in multiple settings and to perform multiple roles including developing and coordinating school site, district, or county level reading programs, providing assistance and support for the classroom teacher, selecting and adapting instructional programs, planning and conducting staff development, and assessing student progress and monitoring achievement.

The Commission's Advisory Task Force developed *Standards of Program Quality and Effectiveness for the Reading Certificate and for the Reading and Language Arts Specialist Credential*. The Reading Certificate portion of the Standards was designed to comprise the first half of a full Reading and Language Arts Specialist Credential Program. This "nesting" of standards allows individuals to apply course work obtained in pursuit of a Certificate toward completion of the specialist credential.

The Task Force on Reading Instruction also examined relationships between the roles of individuals who obtain the Reading Certificate and those who earn the Reading and Language Arts Credential. Some distinct differences in role and authorization emerged.

- The holder of the Reading and Language Arts Specialist Credential may design and coordinate reading programs and provide staff development at the school, school district, or county level. The holder of the Reading Certificate may coordinate and adapt reading instruction and assist teachers at one or more school sites.
- The holder of the Reading and Language Arts Specialist Credential may play a leadership role in materials and program selection at the school, school district, and county level. The holder of the Reading Certificate may play a consultative role in materials and program selection at the district and county level and may take leadership responsibility within the more limited realm of the school site.

Proposed Additions to Regulations for Teaching Reading as a Separate Subject on a Basic Teaching Credential

With the availability of the Reading Certificate and the Reading and Language Arts Specialist Credential, it is timely to review and update the regulations regarding who can teach reading as a specific subject. It is no longer necessary or appropriate for teachers with inadequate preparation to teach reading to struggling readers. While all multiple subject teachers must be prepared to teach reading as a part of the curriculum of a self-contained classroom, they should not be authorized to teach it as a separate subject without the deeper preparation evident in the Reading Certificate, Restricted Reading Credential, or Reading and Language Arts Specialist Credential.

The proposed addition of Title 5 §80014.3 clarifies which individuals are authorized to teach reading on the basis of their basic teaching credential with the elements summarized below:

- Subsection (a) describes the grandparenting clause for those individuals who have been teaching reading as a separate subject on the basis of their basic teaching credential.
- Subsection (b) explains that individuals who do not meet the requirements in subsection (a) may continue to teach reading to students in their self-contained classes but must qualify for an authorization to teach reading as a specific subject.

Title 5 Section 80014.3. Teaching Reading as a Separate Subject on a Basic Teaching Credential.

- (a) Notwithstanding any other section of regulation, nothing shall prohibit an individual who has taught reading as a separate subject full-time for three years prior to July 1, 2000 on the basis of their non-emergency Multiple Subject, General Elementary, Standard Elementary, or Single Subject in English Teaching Credential from continuing in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).
- (b) After July 1, 2000, individuals who do not meet the requirements in (a) must hold a separate authorization to teach elementary level reading instruction as a separate subject to students other than those in their self-contained classroom.

Proposed Addition to Regulations for the Reading and Language Arts Specialist Credential -- Requirements and Authorization

The proposed addition to Title 5 §80066 clarify the requirements, the valid period, and the authorization for the professional clear Reading and Language Arts Specialist Credential with the elements summarized below:

- Subsection (a) includes the requirements for the professional clear Reading and Language Arts Specialist Credential for individuals trained in California: a valid prerequisite credential, completion of a professional preparation program, and recommendation from a California college or university with an accredited program.
- Subsection (b) includes the requirements for the professional clear Reading and Language Arts Specialist Credential for individuals trained outside California: a valid prerequisite credential and completion of a professional preparation program. Out-of-state applicants may apply directly to the Commission.

- Subsection (c) states that the validity period for the professional clear credential may be found in Section 80553.
- Subsection (d) describes the authorization for the specialist credential.

Title 5 Section 80066. Specific Requirements for the Professional Clear Reading and Language Arts Specialist Credential.

- (a) The minimum requirements for the professional clear Reading and Language Arts Specialist Credential for applicants who complete a professional preparation program in California shall include (1) through (3):
- (1) possession of a valid basic California teaching credential as defined in Education Code Section 44203(e);
 - (2) completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation for the Reading and Language Arts Specialist Credential, including successful completion of supervised student teaching; and
 - (3) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the professional clear credential sought.
- (b) The minimum requirements for the professional clear Reading and Language Arts Specialist Credential for applicants who complete a professional preparation program outside California shall include (1) and (2). Applicants may apply directly to the Commission for the professional clear Reading and Language Arts Specialist Credential under this section:
- (1) possession of a valid basic California teaching credential as defined in Education Code Section 44203(e); and
 - (2) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Reading and Language Arts Specialist Credential, including successful completion of supervised student teaching appropriate to the specialization area but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed.
- (c) The professional clear Reading and Language Arts Specialist Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (d) The Reading and Language Arts Specialist Credential authorizes the holder to assist and support the classroom teacher in reading instruction and teaching strategies, select and adapt reading instruction materials, plan and conduct reading staff development, assess student progress and monitor student achievement in reading, provide direct reading intervention work with students, and develop and coordinate reading programs at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: C&CA-5

Committee: Credentials and Certificated Assignments

Title: A Report on Issues Related to Waivers of Credential Requirements - Report

✓ Information

Prepared by: Robert L. Salley, Director
Certification, Assignment and Waivers Division

A Report on Issues Related to Waivers Of Credential Requirements

January 22, 1999

Summary

At the January 7, 1999 meeting, members of the Appeals and Waivers Committee identified specific issues related to waiver policies and procedures that need review. The Commission directed the staff to present a report on these issues at a subsequent meeting. This report is a response to the Commission's staff direction.

Policy Issues

Should the Commission clarify and reaffirm the policies related to credential waivers? Should the Commission make changes to the waiver policies?

Fiscal Impact

There is no fiscal impact on the Commission associated with this report.

Background

At the January 1999 meeting of the Commission, the staff was directed to "Prepare an item for the agenda of the appropriate committee that discusses the successful evaluation requirement in the Commission waiver process." The Chairman of the Appeals and Waivers Committee, Commissioner Scott Harvey, elaborated on the staff direction by noting that members of the Committee were interested in learning more about the evaluation information being submitted by employing school districts on behalf of waiver applicants. Specifically, committee members wanted to know whether student performance was a part of such evaluations.

There were other matters of concern expressed by members of the Appeals and Waivers Committee at their meeting on January 7. At that meeting, the members were asked by some employing school districts to consider fourth-year waivers of the CBEST requirement for their teachers. Such applications are in violation of the Commission's criteria that limit CBEST waivers to a maximum of three years. Of concern to some members of the Committee was the fact that the school districts had continued to employ teachers well into their fourth year, despite the Commission's three-year restriction. This creates a situation in which a denial of the waiver by the Commission results in the removal of a teacher mid-year.

Evaluation of Waiver Applicants

The Commission criteria for a "subsequent waiver" require that the employing school district submit an evaluation of the employee. Under Section 12 of the waiver application entitled "Subsequent Waivers", the first requirement listed reads as follows: "Performed satisfactorily in the position&endash;enclosed is written confirmation from his or her supervisor (THIS IS REQUIRED FOR ALL SUBSEQUENT WAIVER REQUESTS)."

The Commission criteria do not describe the content of the employee evaluation, or the form in which it should be submitted other than that there be "written confirmation" from a supervisor. At the time the criteria were adopted, the concern of the Commission was primarily to emphasize that an employing school district has an obligation to monitor the performance of the teacher serving on a waiver. It was assumed that if the employee's performance was unsatisfactory there would not be a request for a subsequent waiver. Districts respond to the Commission's criteria with a variety of documentation. In some instances districts submit a copy of a formal performance evaluation, others include letters from site administrators attesting to the individuals' successful performance, yet others include only a brief "fill-in-the-blanks" form. Staff has included examples

of such responses as an attachment to this item.

Members of the Appeals and Waivers Committee expressed a desire that the evidence of successful evaluation include student achievement information. Education Code Sections 44660-44665 contain the requirements that direct the evaluations of certificated personnel by school districts. Section 44662(a) requires districts to "establish standards of expected pupil achievement at each grade level in each area of study." Subsection (b) of the section requires governing boards of school districts to evaluate certificated personnel "as it reasonably relates to: (1) the progress of pupils toward the standards established pursuant to subdivision (a)." While the statute leaves to the local districts the task of determining the means by which such student progress is measured, it expressly prohibits the "use of publishers' norms established by standardized tests" (§44662{d}). In its waiver policies, the Commission has not associated the evaluation of teachers on waivers with the statutes that govern the evaluation of probationary and permanent teachers.

The evaluation of the performance of day-to-day substitute teachers is not included in the Education Code sections cited above. Districts vary greatly in the extent and manner of their evaluation of such personnel. A large percentage of the waivers issued by the Commission are for substitute teachers.

Three-Year CBEST Waiver Policy

The Commission's CBEST waiver policy has been modified regularly during the four and one-half years of its exercise of the authority to approve or deny applications submitted by employing school districts. Currently an initial application for a CBEST waiver may be placed on the Consent Calendar of the Appeals and Waivers Committee if the applicant has either had no opportunity to take the exam or has passed one or more sections. An initial application for a single subject waiver for English will be denied if the individual has not passed the reading and writing sections of the test. Similarly, an applicant for a single subject waiver for mathematics or science will be denied if the math section of the CBEST has not been passed.

The waiver criteria provide for placement on the Conditions Calendar of initial applicants (except those for English, math or science) who have failed all three sections of the CBEST with the condition that they take the exam at least twice during the period of the waiver and pass at least one section. The criteria are also very clear that from year one the employing district has the obligation to provide the employee access to remediation in the basic skills.

Applications for subsequent waivers of the CBEST requirement require the employing district to provide evidence that the individual took the exam two or more times and passed at least one section during the period of the waiver. Additionally, the district has the obligation to submit evidence that remediation in the deficient area(s) of basic skills was provided. Failure to pass a section of the CBEST exam in each year that an individual serves on a credential waiver results in the subsequent request being placed on the denial agenda. Approval of a third-year CBEST waiver is only given with the statement that "NO SUBSEQUENT WAIVER" will be considered. The Commission's criteria place minimal, but important obligations on the waiver recipient and the employing district. The teacher must pass only one section of the basic skills exam in each of three years; the district must provide access to remediation in the areas of deficiency and evaluate the performance of the teacher each year.

Commission Waiver Policies

It would be useful to the work of the Appeals and Waivers Committee, the Commission staff and school districts seeking waivers if the Commission would clarify and reaffirm the waiver policies discussed above. Staff proposes that the Commission clarify the evaluation criteria as follows:

- Subsequent year waiver requests for *teachers of record* submitted with employment dates beginning June 1, 1999 or after must include performance evaluations under the provisions of Education Code §44662.
- Subsequent year waiver requests for *day-to-day substitutes* submitted with employment dates beginning June 1, 1999 or after must include an affirmation by the employing school district that the individual has performed satisfactorily as a substitute.

Staff proposes that the Commission reaffirm the three-year CBEST waiver policy and notify the field that effective June 1, 1999 any request for a waiver of the CBEST beyond the third year will be returned to the requesting district. Districts will be notified that there will be no legal basis for employing an individual for a fourth year who has not met the basic skills requirement as the Commission will not provide a legal basis through the waiver process.

The staff proposals do not require Commission action to change the waiver criteria. These proposals will result in useful clarification of the policies and provide employees on waivers and districts time during the spring 1999 semester to meet the adopted criteria. If, however, the Commission prefers to modify the waiver criteria, a staff direction for future action would be required.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PUBLIC HEARING - 1

Title: Proposed Amendments to Title 5 Regulation, §80499, Pertaining to Adding an Authorization to a Teaching Credential

✓ Action

Prepared by: Yvonne Novelli, Program Analyst
Certification, Assignment and Waivers Division

PUBLIC HEARING

SECTION 80499 OF TITLE 5 CALIFORNIA CODE OF REGULATIONS PERTAINING TO THE REQUIREMENTS FOR ADDING AN AUTHORIZATION TO A CREDENTIAL

INTRODUCTION

The proposed amendments to Section 80499, pertaining to the requirements for adding an authorization to a credential are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are the responses to the notification of the public hearing, and a copy of that notification distributed in coded correspondence #98-9824, dated December 18, 1998.

BACKGROUND OF THE PROPOSED REGULATIONS

Proposed language for Title 5 §80499 which would require appropriate pedagogical training when adding a teaching authorization at a new level was presented at the October 1998 Commission meeting as an information item. At the November 1998 Commission meeting, this proposed language was then presented as an action item. At that time, it included a revision that would allow individuals seeking the Multiple Subject Teaching Credential to use the passing score of the Reading Instruction Competence Assessment (RICA) at the level required for the Multiple Subject Teaching Credential as an option to the English language skills course.

PROPOSED CHANGES

The Importance of Reading and Content Pedagogy for those Seeking Supplementary Authorizations

The importance of the ability to teach reading is essential at all grade levels. Similarly, the ability to translate knowledge of a subject area into content that is understandable and developmentally appropriate is critical for teachers at all grade levels. Teachers who are initially prepared to instruct primarily secondary or primarily elementary students need to have developmentally appropriate instruction in those grade levels they wish to add to their teaching authorization.

The work of Adams (1990), Honig (1996), Liberman et al (1991), Lyon (1994), and Moats (1994), and the California Reading Task Force (1995), all show the importance of focused, specific, developmentally appropriate instruction in the teaching of reading. Although there are some common elements of instruction for all teachers of reading, there are differences in the necessary knowledge especially for those who teach reading in early grades (Kindergarten through Grade 3). Those who teach reading in middle and secondary classes need to possess knowledge of specific remedial strategies. This distinction is also illustrated in the 1998 Reading/Language Arts Curriculum Framework.

The work of Ball and Wilson (1990), is one example of a study that demonstrates both knowledge of subject matter and the knowledge of how to teach are equally important. Many of us have experienced teachers (frequently in college) who seemed to have a vast knowledge of their subject, but had little notion of how to make that knowledge understandable to those students in their classroom. The ability to break down a subject into its component parts, to provide illustrations and examples, to attach what is being learned to what a student already knows are essential to the art and skill of teaching. Knowledge of content alone does not provide these skills. Courses in pedagogy are designed to provide these kinds of skills. It is important that when a teacher chooses to teach content knowledge to students at a different grade level than their current credential authorization that they have developmentally appropriate pedagogical instruction in that subject.

Proposed Amendments to §80499

Changing Credential Levels

Title 5, §80499 currently allows an individual who is eligible for a teaching credential based on a baccalaureate degree and a professional teacher preparation program including student teaching to obtain a Multiple or Single Subject Teaching Credential, in most cases, by verifying only subject matter competency. It does not require any additional pedagogical training at the level of the new authorization.

The proposed regulations would require individuals to complete additional training related to the new authorization. Holders of the Multiple Subject Teaching Credential, who wish to obtain a Single Subject Teaching Credential, would need to complete both of the following:

1. the currently required specialty area subject matter competency, and
2. under the proposed regulations, a "departmentalized" methodology course.

It would also require the holder of a Single Subject Teaching Credential who seeks a Multiple Subject Teaching Credential to complete all of the following:

1. the currently needed liberal studies subject matter competency, plus
2. under the proposed regulations, a course in "self-contained" methodology, and
3. either a course in English language skills for the beginning learner or passage of the RICA at the level required for the Multiple Subject Teaching Credential.

If the proposed regulations are approved, individuals must receive a grade of C or better in the methodology and English language skills courses.

Adding Departmentalized Subjects to Single Subject Teaching Credentials

Under the proposed regulations, Single Subject Teaching Credential holders who wish to add another departmentalized subject to their credential may do so at any time. They do not first need to complete any other statutory requirements, such as the US Constitution. Holders of the preliminary or professional clear Single Subject will have the same term (preliminary or professional clear) and expiration date as the initial Single Subject Teaching Credential. Holders of the clear or life Single Subject will be issued a five-year, clear Single Subject in the new authorization. The previous wording did not allow this flexibility for trained departmentalized teachers.

Remove the "Academically Eligible for the Credential" Option

Currently, to add an authorization, the individual may either possess *or be academically eligible* for the appropriate basic teaching credential. The proposed regulations would remove the *eligibility* option to close a loophole that would allow an out-of-state elementary trained teacher to avoid the RICA requirement.

Financial Impact

Commission on Teacher Credentialing: The Commission currently receives approximately 1500 applications for the added authorizations each year. Because of the proposed new requirements, there might be a slight reduction in applications for these credentials.

State Colleges and Universities: Because of the moderate number of individuals seeking this statewide, there should not be a significant impact on the institutions of higher education in California.

Private Persons: If individuals elect to add an authorization to their credentials, the additional fees incurred under the proposed regulations would range from approximately \$500 to \$3800 for those seeking

the Multiple Subject Teaching Credential and \$345 to \$1650 for those seeking the Single Subject Teaching Credential. The wide range is a result of the different tuition fees charged by institutions.

Mandated costs: There are no mandated costs.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

Commission Members on the Commission on Teacher Credentialing
California County Superintendents of Schools

Credential Analysts at the California County Superintendent Of Schools' Offices

Superintendents of Selected California School Districts

Deans of Education at the California Institutions of Higher Education with Commission-Approved Programs

Credential Analysts at the California Institutions of Higher Education with Commission-Approved Programs

Presidents of Select Professional Educational Associations

This was also placed on the Internet at "<http://www.ctc.ca.gov>".

Tally of Responses

In Support	In Opposition
1 organizational opinion	0 organizational opinion
7 personal opinions	1 personal opinion

Responses Representing Organizational Opinions in Support

- Diocese of Santa Rosa: Sister Ann Patricia O'Connor, Superintendent of Catholic Schools
Comment: However, what is the purpose of added requirement of having to "demonstrate a knowledge of principals and provisions of the U. S. Constitution."

Commission Staff Response: If the U. S. Constitution requirement is not listed, it would create a loophole that would allow an individual who holds a two-year preliminary credential to avoid completing that statutory requirement. All other individuals would have satisfied this as part of the requirements for their initial credentials.

Responses Representing Personal Opinions in Support

- Sallie C. Carter, Assistant Superintendent of Personnel, Ceres Unified School District
- Debra Cook-Lewis, Certificated Sub. Personnel, Wilsona School District
- Stephanie Fisher, Credential Technician, Kern High School District
- Michael Jordan, Coordinator of the Multiple Subjects Program, CSU Fresno
Comment: Dr. Jordan is requesting, in the attached letter, that the Single Subject Teaching Credential holder be required to pass the RICA to obtain the Multiple Subject Teaching Credential.

Commission Staff Response: Education Code §44283 limits the Commission's ability to require RICA for "first-time credential applicants" which would not include holders of Single Subject Teaching Credentials.

- James E. Richmond, Chair, Department of Professional Studies in Education, CSU Chico
- Dr. Marsha K. Savage, Chair, Division of Education, California Baptist University
- Nedra G. Shunk, Director of Liberal Studies, Santa Clara University

Responses Representing Organizational Opinions in Opposition

- None.

Responses Representing Personal Opinions in Opposition

- Robin Shive, Principal/Superintendent, Caliente Union School District
Comment: The state of California currently has some of the most stringent requirements for teachers. The current education requirement could place people in other careers in the six figure bracket, but in education they get around \$30,000. That's appalling.

Commission Staff Response: The Commission has no authority to regulate educators' salaries.

Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations.

STATE OF CALIFORNIA

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
1900 Capitol Avenue
Sacramento, California 95814

PETE WILSON, Governor



(916) 445-7254 Web Site: <http://www.ctc.ca.gov>
E-mail: credentials@ctc.ca.gov

OFFICE OF THE EXECUTIVE DIRECTOR

98-9824

DATE: December 18, 1998

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Amendment to Section 80499 of Title 5, California Code of Regulations, Pertaining to Requirements for Adding an Authorization to a Credential

Notice of Public Hearing is Hereby Given:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the deleted text is lined-through. The public hearing is scheduled on:

February 4, 1999
1:30 pm
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Statement of Reasons

Title 5, §80499, currently allows an individual who is eligible for a teaching credential based on a baccalaureate degree and a professional teacher preparation program including student teaching to obtain a Multiple or Single Subject Credential, in most cases, by verifying only subject matter competency. This does not require any additional pedagogical training when obtaining an authorization at a new level, such as the holder of a Single Subject Credential obtaining the Multiple Subject Credential.

For those seeking the Multiple Subject Credential, nothing in their initial Single Subject preparation program prepares them to teach the basic level content to young children. The Multiple Subject Credential program also does not train individuals to teach the higher level content to adolescents. Additionally, the increased demand for primary teachers as a result of class-size reduction has encouraged a substantial number of secondary teachers to qualify for the Multiple Subject through this added authorization route. To ensure that these individuals will be successful with young children, it is important that they know appropriate methodologies and have knowledge of the teaching of reading.

The Importance of Reading and Content Pedagogy for those Seeking Supplementary Authorizations

The importance of the ability to teach reading is essential at all grade levels. Similarly, the ability to translate knowledge of a subject area into content that is understandable and developmentally appropriate is critical for teachers at all grade levels. Teachers who are initially

prepared to instruct primarily secondary or primarily elementary students need to have developmentally appropriate instruction in those grade levels they wish to add to their teaching authorization.

The work of Adams (1990), Honig (1996), Liberman et al (1991), Lyon (1994), and Moats (1994), and the California Reading Task Force (1995), all show the importance of focused, specific, developmentally appropriate instruction in the teaching of reading. Although there are some common elements of instruction for all teachers of reading, there are differences in the necessary knowledge especially for those who teach reading in early grades (Kindergarten through Grade 3). Those who teach reading in middle and secondary classes need to possess knowledge of specific remedial strategies. This distinction is also illustrated in the 1998 Reading/Language Arts Curriculum Framework.

The work of Ball and Wilson (1990), is one example of a study that demonstrates both knowledge of subject matter and the knowledge of how to teach are equally important. Many of us have experienced teachers (frequently in college) who seemed to have a vast knowledge of their subject, but had little notion of how to make that knowledge understandable to those students in their classroom. The ability to break down a subject into its component parts, to provide illustrations and examples, to attach what is being learned to what a student already knows are essential to the art and skill of teaching. Knowledge of content alone does not provide these skills. Courses in pedagogy are designed to provide these kinds of skills. It is important that when a teacher chooses to teach content knowledge to students at a different grade level than their current credential authorization that they have developmentally appropriate pedagogical instruction in that subject.

Proposed Amendments to §80499

In general, the proposed regulations require the holder of the Multiple Subject Credential, who wishes to obtain a Single Subject Credential, to complete a "departmentalized" methodology course in addition to the specialty area subject matter competency. It also requires holders of the Single Subject Credential, who seek a Multiple Subject Credential, to complete the liberal studies subject matter competency plus a course in "self-contained" methodology and either a course in English language skills for the beginning learner or the RICA at the level required for the Multiple Subject Credential. The following is a more detailed review of the proposed amendments, listed by credential type. The issue of "eligibility" as opposed to holding a valid credential is also discussed.

Adding an Authorization to a Clear, Life or Professional Clear Multiple or Single Subject Credential

Currently, these credential holders only need to satisfy the subject matter competency requirement to obtain an added authorization. Under this proposal, holders of a Multiple Subject Credential who wish to obtain a Single Subject Credential would also be required to complete a three-semester unit course in methodology directly related to teaching in a departmentalized setting. Holders of the Single Subject Credential would need to satisfy liberal studies subject matter competency and, additionally, 1) a three-semester unit course in methodology directly related to teaching in a self-contained setting and 2) a course or assessment (RICA) covering the development of English language skills for the beginning learner including reading to obtain a Multiple Subject Credential. The proposed, required coursework would need to be completed with a grade of pass, credit, or C or better. Because holders of Single Subject Credentials previously completed departmentalized-setting methodology, they may continue to add authorizations to their Single Subject Credential by satisfying only the subject matter competency requirement in the new single subject area. The following chart lists both the current and proposed requirements.

ADDING TO A CLEAR, LIFE, OR PROFESSIONAL CLEAR CREDENTIAL

Clear, Life, or Professional Clear Credential Held	Requirement(s) (proposed* and current)	Clear or Professional Clear Credential Sought
Multiple Subject	1) specialty area subject matter competency 2)* departmentalized methodology course	Single Subject
Single Subject	1) liberal studies subject matter competency 2)* self-contained methodology course 3)* English language skills for beginning readers: course or the RICA	Multiple Subject
Single Subject	1) new specialty area subject matter competency	Single Subject

Adding an Authorization to a Preliminary Multiple or Single Subject Credential

The proposal would similarly affect holders of preliminary Multiple or Single Subject Credential who wish to add an authorization at a new level. Currently, preliminary credential holders need to satisfy 1) the subject matter competency in the new area, 2) English language skills including reading, and 3) the United States Constitution requirements to obtain a new authorization. This proposal would also require the completion of a three-semester unit course in methodology directly related to teaching in a departmentalized setting. To obtain the Multiple Subject Credential, holders of Single Subject Credentials would continue to verify liberal studies subject matter competency and knowledge of the United States Constitution. They would also need to verify both a three-semester unit course in methodology directly related to teaching in a self-contained setting and a course or assessment (RICA) covering the development of English language skills including reading specifically for the *beginning learner*. The proposed, required coursework would need to be completed with a grade of pass, credit, or C or better.

The proposed regulations also clarify that individuals who hold two-year preliminary Single Subject Credentials will have the option of adding the new specialty area to the two-year Single Subject Credential even if they have not had time to complete any other renewal

requirement for the three-year extension. They will also have the option of adding the new subject when they renew their two-year preliminary Single Subject Credentials or after. The previous wording did not allow this flexibility for trained departmentalized teachers.

Remove the "Academically Eligible for the Credential" Option

Currently, to add an authorization, the individual may either possess *or be academically eligible* for the appropriate basic teaching credential. This allows an individual who qualifies for the Multiple Subject Credential to acquire the Single Subject Credential without obtaining the Multiple Subject, thereby saving the application fee. If this practice remains in place, then an elementary out-of-state trained teacher could obtain the Single Subject Credential and then qualify for the five-year preliminary Multiple Subject Credential without passing the Reading Instruction Competence Assessment (RICA) examination. This omission would be allowed because Education Code §44283, which governs the RICA requirement, does not require this examination if an individual already holds a valid California credential. To ensure that all individuals who need RICA are required to pass it, the proposed amendments remove the "eligibility" option.

Pre-Ryan Credentials

Holders of credentials issued under the General and Standard (Fisher) laws would not be affected by these proposed amendments because Education Code §44225(e) requires the Commission to exempt these credential holders from numerous requirements, including pedagogical training, when obtaining added authorizations.

Documents Relied Upon in Preparing Regulations

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge: MIT Press.

Ball, D.L. & Wilson, S.M (1990). *Knowing the subject and learning to teach it: Examining assumptions about becoming a mathematics teacher*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

California Reading Task Force. (1995). *Every child a reader*. Sacramento: California Department of Education.

Honig, B (1996). *Teaching our children to read*. Thousand Oaks: Corwin Press.

Liberman, I.Y., Shankweiler, D., & Liberman, A.M. (1991). The alphabetic principle and learning to read. In *Phonology and reading disability: Solving the reading puzzle*. Washington, D.C.: International Academy for Research in Learning Disabilities, Monograph Series, US. Department of Health and Human Services, Public Health Service; National Institutes of Health.

Lyon G.R. (1994). *Research in learning disabilities at the NICHD*. Bethesda, MD: NICHD Technical Document/Human Learning and Behavior Branch.

Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 157-168.

1998 Reading/Language Arts Curriculum Framework, pp 179-206

Commission Surveys

Bulletins for required examinations

Documents Incorporated by Reference

No documents are incorporated by reference.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments on the proposed action(s). The written comment period closes at 5:00 p.m. on February 3, 1999.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Submission of Written Comments

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission, attention Executive Office, 1900 Capitol Avenue, Sacramento, California, 95814, so it is received at least one day prior to the date of the public hearing.

Public Hearing

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact the Executive Director's office at (916) 445-0184 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Actions

If the Commission proposes to modify the action(s) hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Yvonne Novelli, at (916) 445-5865. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

Division VIII of Title 5 California Code of Regulations

Section 80499 Pertaining to Requirements for Adding an Authorization to a Credential INITIAL PROPOSED REGULATIONS

Section 80499. Requirements for Adding An an Authorization to a an Existing Credential.

- (a) A qualified applicant who holds a teaching credential as described in (b) and desires an additional authorization may apply for the authorization by recommendation of an institution approved by the Commission to recommend for the authorization, or may apply directly to the Commission pursuant to (c), (d), (e) or (f) below.
- (b) The following definitions apply only to §80499. A "qualified applicant" is defined as a holder of a valid credential that meets the definition of a "basic teaching credential" pursuant to Education Code §44203(e)(1) only. The "holder of a valid credential" is defined as an individual who either possesses or is academically eligible for the appropriate, valid basic teaching credential.
- (c) A qualified applicant holding a valid clear, life or professional clear Multiple or Single Subject Teaching Credential may obtain a multiple or single subject teaching an additional authorization when the holder has verified either (1), (2), or (3) below.
 - (1) The holder of a Multiple Subject Teaching Credential may obtain a Single Subject Teaching Credential by verifying both of the following requirements:
 - (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program., and
 - (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a departmentalized setting and appropriate to Single Subject Teaching Credential.
 - (2) The holder of a Single Subject Teaching Credential may obtain a Multiple Subject Teaching Credential by verifying all of the following requirements:
 - (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program,
 - (B) a three-semester or four-quarter unit course in subject-matter pedagogy directly related to teaching in a self-contained setting and appropriate to Multiple Subject Teaching Credential, and
 - (C) study of alternative methods of developing English language skills as described in Education Code Sections 44259(b)(4) and 44283. This requirement may be satisfied by either completion of coursework or by passage of the Reading Instruction Competence Assessment (RICA) at the level required for the Multiple Subject Teaching Credential.
 - (3) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying the following requirement:
 - (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.
 - (4) A grade of "C" or better, "Pass," or "Credit," must be earned in the coursework in the study of alternative methods of developing English language skills and the subject-matter pedagogy.
 - (5) The applicant will be granted a clear multiple or single subject teaching authorization if the credential held is a clear or life. The applicant will be granted a professional clear multiple or single subject teaching authorization if the credential held is a professional clear.
- (d) A qualified applicant holding a valid preliminary Multiple or Single Subject Teaching Credential may obtain a preliminary multiple or single subject teaching authorization when the holder has verified successful completion of (1), (2), and (3) below:
 - (1) The holder of a Multiple Subject Teaching Credential may obtain a Single Subject Teaching Credential by verifying all of the following requirements:
 - (A) Ssubject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s)

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission, attention Executive Office, at the above address by 5:00 pm on February 3, 1999, in order that the material can be presented at the February 4, 1999 public hearing.

1. **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
2. **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)

3. Personal opinion of the undersigned. and/or
4. Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization, Other
5. I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
6. No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____

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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PUBLIC HEARING - 2

Title: Sections 80023.1, 80024.1, 80024.2, 80024.2.1, 80024.3, 80024.3.1, 80024.3.2, 80024.4, 80024.5, 80024.6, 80024.7, 80024.8, 80026, 80026.1, 80026.4 and 80026.6 of Title 5, California Code of Regulations Pertaining to Emergency Permits

✓ Action

Prepared by: Dale A. Janssen, Manager

Certification Division

PUBLIC HEARING

Introduction

The proposed amendments to Sections 80023.1, 80024.1, 80024.2, 80024.2.1, 80024.3, 80024.3.1, 80024.3.2, 80024.4, 80024.5, 80024.6, 80024.7, 80024.8, 80026, 80026.1, 80026.4 and 80026.6 pertaining to emergency permits are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes and the financial impact. Also included are the responses to the notification of the public hearing, a copy of that notification distributed in coded correspondence #98-9823, dated November 30, 1998.

Staff is recommending that Subsections 80026(d) and 80026(e) be withdrawn from consideration for this public hearing. There has been a strong response from county and district personnel directors expressing concern that the proposed regulations would cause the Commission to interfere with district hiring practices. Staff is recommending that additional discussions be held with representative organizations that have expressed an interest in these Subsections.

Background of the Proposed Regulations

The Commission has issued emergency credentials or permits for over 25 years. The Class Size Reduction program implemented during the 1996-97 school year dramatically increased the number of emergency permits the Commission had issued up to that point. There was a 115% increase in the number of multiple subject emergency permits issued that year, a 22% increase in single subject emergency permits and a 7% increase in special education emergency permits. There were a total of 24,503 emergency permits issued in 1996-97, a 55% increase over the previous year. A preliminary report on 1997-98 emergency permits states that there were 29,822 emergency permits issued, an increase of 22%. This number will increase as the Commission continues to process emergency permit applications for 1997-98.

The emergency permit regulations that were amended last year eliminated exemptions for individuals who do not meet the subject matter requirement for emergency permits. One of the proposed amendments continues to strengthen the requirements necessary for the emergency permit by requiring all course work for the emergency permit to be a grade of "C" or better. This requirement places the emergency permit grade requirement on par with supplementary authorizations, CLAD certificates and Child Development permits. With nearly 30,000 teachers serving on emergency permits, staff is recommending a more structured approach to guiding emergency permit holders to the completion of a credential. Currently emergency permit holders often begin taking credential classes prior to the completion of the subject matter knowledge requirement. Some of the holders complete all credential requirements except subject matter and therefore are not allowed into student teaching because the subject knowledge requirement has not been completed. Staff believes there should be more emphasis placed on the completion of the subject knowledge component. Once the emergency permit holder completes the subject matter requirement, he or she should then complete the credential course work. The proposed Title 5 changes reflect the concept that emergency permit holders need more guidance.

Proposed Changes

Staff is recommending that two terms be changed throughout the emergency permit regulations. The first term to be recommended for change is renewal to reissuance. Emergency permits are issued annually, they are not renewed. There are requirements that holders must meet before the Commission will reissue the permit for a subsequent year. Reissue is a more appropriate term than renew. The second term recommended for change is Commission-approved to Commission-accredited. Since 1997 teacher preparation programs and subject-matter programs have been accredited by the Commission's Committee on Accreditation and no longer are approved by the Commission. This proposed change reflects the change in the accreditation process.

80023.1(a)(1) & (b)(5) AB544 (Lempert) amended Education Code Section 47605(l) on January 1, 1999 to require teachers in

charter schools to hold a Commission on Teacher Credentialing certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold. This proposed amendment will allow emergency permit holders to serve in charter schools. The proposed language includes charter schools as an employing agency and as one of the entities that may submit emergency permit applications.

80023.1(e) The regulations governing the supplementary authorizations, CLAD Certificates, and Child Development permits require that course work used for the particular document must be a grade "C" or higher. The emergency permit should have the same standard as the other documents. Currently staff uses a "C" average which allows a grade of "D" in some classes. It does not seem appropriate to allow individuals with 18 units for a single subject emergency permit or 40 units for the multiple subject emergency permit a grade of "D" for course work required for the subject competency requirement.

80024.1(a)(2), 80024.2(a)(4), 80024.2.1(a)(3), 80024.3.2(a)(3), 80024.4(a)(3), 80024.5(a)(3), 80024.6(a)(1)(C), 80024.6(a)(2)(C), 80026.6(a)(6)(A) The current language allows an individual to submit a statement of intent to enroll in a credential program. Staff has found that enrollment is not always possible during the first couple of years an individual holds an emergency permit. Universities require prerequisite course work prior to enrollment in a credential program. Emergency permit holders complete these courses during the early years of the permit. The proposed language requires an individual to affirm that he or she is going to complete the credential requirements rather than enroll in a program.

80024.1(b)(1), 80024.2(b)(1), 80024.2.1(b)(1), 80024.3.2(b)(2), Emergency permit holders are required to complete six semester units in order to reissue the emergency permit. This has created confusion on the part of emergency permit holders. Due to the regulations requiring the holder to enroll in a credential program and complete six units toward the credential, holders do not concentrate on completing the subject matter component of the credential requirement. The proposed change would allow the holder to take the subject matter examination in lieu of the six semester units for the first reissuance of the permit. If the holder passes the examination it would then be appropriate for the holder to enroll in a credential program. If the individual fails the examination, the holder could use the examination results as a diagnostic tool to determine strengths and weaknesses. The holder could then concentrate on appropriate subject matter course work prior to completing credential requirements.

80024.3 The last day for the initial issuance of these emergency permits was June 30, 1998 and therefore the language in this section is being amended.

80026 The submission of a Declaration of Need for Fully Qualified Educators is an integral part of the emergency permit process. The Declaration of Need includes estimates of the number of emergency permit holders an employing agency anticipates hiring during a school year and must be adopted by the governing board. The reason for the Declaration of Need is to inform the governing board and public of the need to employ individuals who are not credentialed. This process allows the board to review the recruitment and hiring policies of the district. In the case of charter schools, parents and the chartering organization are already aware of the employment needs of the school. The proposed language exempts charter schools from submitting the Declaration of Need because charter schools require parental involvement and therefore it is not necessary to require the Declaration of Need. AB544 (Lempert), which became effective January 1, 1999, requires that a charter development petition be signed by one-half of the parents or guardians of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. The very nature of charter schools is one of parental involvement.

80026(c)(2) Education Code Section 44300(a)(3)(A) requires districts to make a diligent search for a sufficient number of certificated teachers, including teacher candidates pursuing full certification through internship, district internship or other alternative routes established by the Commission. If a district participates in an internship program, the proposed language would require the district to estimate the number of teachers employed as interns. In this manner the governing board could assess the commitment the district has made toward eliminating its need for emergency permit teachers.

80026(d) The proposed regulation change continues to recognize the reality that districts may have unique needs that a credentialed applicant does not meet, but it seeks to strengthen the requirement that districts provide applicants and the Commission with the unique employment criteria established for the position. **Staff is recommending the proposed changes for this section be withdrawn from consideration for this public hearing.**

80026(e) Staff is proposing language that would require employing agencies to provide a written justification if they estimate that they will need to employ individuals on emergency permits in non-shortage areas. **Staff is recommending the proposed changes for this section be withdrawn from consideration for this public hearing.**

80026.6(a)(5) Individuals who serve on emergency permits must sign a statement that they intend to complete the credential requirements which are appropriate to the emergency permit they are serving on. These individuals then take classes to complete the credential requirements. Often they do not consult with a university to determine the appropriate course work required for the credential. The proposed language for this section would require the individual serving on the initial issuance of an emergency permit to contact a college or university with a Commission-accredited professional preparation program to have an evaluation of his or her academic work. This evaluation would exhibit to the emergency permit holder the necessary course work required to obtain the appropriate credential. This will provide direction for the permit holder and a copy of this evaluation would be submitted to the Commission at the time of the first reissuance of the permit.

Financial Impact

Cost or savings to any state agency: None.

Mandated costs to local agencies or school districts: These proposed regulations will not impose a mandate on local agencies or school districts which must be reimbursed in accordance with Part 7 (commencing with Section 17500) of the Government

Code.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings in federal funding to the state: None.

Effect on private persons: None

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

Commission Members on the Commission on Teacher Credentialing

California County Superintendents of Schools

Credential Analysts at the California County Superintendent Of Schools' Offices

Superintendents of Selected California School Districts

Deans of Education at the California Institutions of Higher Education with Commission-Approved Programs

Credential Analysts at the California Institutions of Higher Education with Commission-Approved Programs

Presidents of Select Professional Educational Associations

This was also placed on the Internet at "www.ctc.ca.gov".

Tally of Responses

In Support	In Opposition
0 organizational opinions	59 organizational opinions*
2 personal opinions	1 personal opinion

*All of the organizational opinions in opposition to the regulations reference Subsections 80026(d) and 80026(e).

Responses Representing Personal Opinions in Support

- Joanne Jackson, Credential Analyst, Oakland Unified School District
- Debra Cook-Lewis, Educational Services Secretary, Wilsona School District

Responses Representing Organizational Opinions in Opposition

- School District Personnel Administrators of San Bernardino County, Bruce Kitchen, CCTC/School District Liasion
Comment: The wording and intent of the proposed Title 5 language in Sections 80026(d) & (e) are directly intended to require a school district to justify its' employment decisions to the California Commission on Teacher Credentialing.

The adoption of the proposed change in sub section (d) will, by way of regulation, question school districts' rights and responsibilities to obtain the **most suitable** teachers. This change will insert the Commission, a certification and licensing body into the employment process.

The requirement proposed in sub section (e) for "**written justification**" will compromise the legal authority of a school district. Education Code Section 44929.21, grants districts the right to nonrelect, or effect a not-for-cause release, of a probationary teacher. Case law, in Bellflower Education Association CTA/NEA v. Bellflower Unified School District, very clearly states:

- "Nonrelection of probationary teachers is within sole discretion of school district; probationary teacher may be timely nonrelected without cause whatsoever, **without statement of reasons**, and without any hearing or appeal."
(App. 2 Dist. 1991) 279 Cal. Rptr, 228 Cal. App. 3d 805

The proposed changes in Title 5 language will usurp, **by way of regulation**, authority provided to school districts in law. Such action by the California Commission on Teacher Credentialing will insert the CCTC into the employment process. The proposed changes are inappropriate and exceed the scope of authority intended for the Commission.

Commission Staff Response: Staff is recommending withdrawing from consideration the proposed changes to the subsections referred to in Mr. Kitchen's response.

- Ukiah Unified School District, Gary I. Brawley, Ed.D., Assistant Superintendent

- Cajon Valley Union School District, Ronald M. Damschen, Assistant Superintendent & Personnel
- West Covina Unified School District, Mike W. Popoff, Assistant Superintendent, Personnel Services
- West Covina Unified School District, Martha C. Evans, Ed.D., Assistant Superintendent, Educational Services
- West Covina Unified School District, Maria Gautreau, Director, Secondary Curriculum
- West Covina Unified School District, Ann Bradley, Principal, Cameron School
- West Covina Unified School District, D. Roberts, Orangewood Elementary School
- West Covina Unified School District, Michael Chaix, Wescove Elementary School
- West Covina Unified School District, Archie Newton, Principal, Coronado High School
- West Covina Unified School District, Denise Patton, San Jose-Edison Academy
- West Covina Unified School District, Katy Merrill, Vine Elementary School
- West Covina Unified School District, Douglas R. Agatep, Principal, West Covina High School
- West Covina Unified School District, Janet C. Swanson, Principal, California Elementary School
- West Covina Unified School District, Phyllis McDonald, Principal, Merlinda Elementary School
- Fresno Unified School District, Melinda Momola, Administrator, Human Resources
- Fresno Unified School District, Deberie L. Gomez, Ph.D., Associate Superintendent, Division of Human Resources
- Fresno Unified School District, Ted Tukloff, Administrator, Division of Human Resources
- Placer County Office of Education, Alfred D. Nobili, Chief Deputy Superintendent, Administration
- Patterson Unified School District, Barbara McCleskey, Human Resources
- Rowland Unified School District, Donna C. Patrick, Ed.D., Assistant Superintendent of Personnel
- West Sonoma County Union High School District, Susan Panas, Personnel Manager
- Azua Unified School District, Dave Baker, Ed.D., Assistant Superintendent, Human Resources
- Napa Valley Unified School District, Barbara L. Pahre, Assistant Superintendent, Human Resources
- Solano County Office of Education, Dr. Robert D. Rice, Deputy Superintendent
- Inyo County Office of Education, George Lozito, Superintendent of Schools
- Downey Unified School District, Edward L. Potter, Assistant Superintendent
- Glendora Unified School District, William Scott Bell, Director, Personnel Services
- Alta-Dutch Flat Union School District, Peter T. Keeslar, Superintendent/Principal
- North Monterey County Unified School District, Keith Parkhurst, Assistant Superintendent
- San Luis Obispo County Office of Education, Julian D. Crocker, Superintendent of Schools
- Contra Costa County Office of Education, Joseph A. Ovick, Ed.D., Superintendent of Schools
- Woodlake Union School District and Woodlake Union High School District, Steve M. Tietjen, Ed.D., Superintendent
- Loomis Union School District, Gigg Powers, Superintendent
- Butte County Office of Education, Jerry McGuire, Superintendent of Schools
- San Joaquin County Office of Education, Fredrick A. Wentworth, Ed.D., Superintendent of Schools
- Lincoln Unified School District, John M. Gray, President, Board of Trustees, and Steve M. Farrar, Ph.D., Superintendent
- Keppel Union School District, Sharon R. Miller, Principal
- Chula Vista Elementary School District, Steve Van Zant, Principal, Rosebank Elementary School
- Oak Grove School District, Laruel Olsen, Principal, Hayes Elementary School
- Tracy Joint Unified School District, Dr. Margaret Barnett, Principal, North Elementary School
- Standard School District, William Goff, Principal, Wingland Elementary School
- Monterey County Office of Education, William D. Barr, Superintendent of Schools
- Redondo Beach Unified School District, Carolyn Haugen
- Redondo Beach Unified School District, Yvonne Kogan, Ed.E., Coordinator of Elementary & Categorical Programs
- Redondo Beach Unified School District, Janet Stinson, Ed.D., Principal
- Pierce Joint Unified School District, Patricia Hamilton, Principal, Arbuckly Elementary School
- Simi Valley Unified School District, Cary Dritz, Ed.D., Assistant Superintendent & Personnel
- Paso Robles Joint Unified School District, Linda N. Putnam, Administrative Assistant
- East San Gabriel Valley Personnel Administrators' Association
- Compton Unified School District, Larry Marquand, Associate Superintendent, Human Relations & Employee Development
- Norwalk-La Mirada Unified School District, Dr. Robert Diaz, Assistant Superintendent & Jessica Gorman, Administrator, Human Resources
- Central School District, Robert A. Dalton, Ed.D., Director of Personnel
- Paramount Unified School District, Jay Wilbur, Assistant Superintendent, Human Resources Division
- Tulare County Office of Education, Jim Vidak, Superintendent of Schools
- Burton Elementary School District, John D. Lollis, Director of Personnel
- Orange County Office of Education, John F. Dean, Ed.D., Superintendent of Schools
- Los Angeles County Office of Education, Donald W. Ingwerson, Superintendent of Schools and Sharon K. Dezutti, Assistant Superintendent, Human Resource Services
- Culver City Unified School District, Gladys L. Phillips-Evans, Ed.D., Assistant Superintendent-Human Resources

Comment: The above organizations sent individual letters, however each basically made the same key points:

- Adoption of Subsection 80026(d) will, by the way of regulation, question school districts rights to hire the most suitable teachers.
- The proposed change will insert the CCTC, a certification and licensing body, into the employment process.
- Regarding Subsection 80026(e), it is the right and responsibility of the employing agency to hire. It is the responsibility of the CCTC to provide legal authorization to teach. This proposed language would require

districts to justify its hiring practices to the licensing agency.

Commission Staff Response: Staff is recommending withdrawing from consideration the proposed change to the Subsections referred to in the above letters.

Responses Representing Personal Opinions in Opposition

- Edward Potter, Ed.D., Assistant Superintendent, Personnel Services, Downey Unified School District

Comment: In the midst of one of the most serious teacher shortages in California history, it appears that the commission is trying to make it more difficult to hire, rather than easier. The addition of more and more red tape only slows the process and tends to discourage the applicants. Obviously, every district is trying to hire the very best candidates possible.

I refer especially to the Declaration of Need for Fully Qualified Educators. Estimating the number of pre-interns or internship employees is quite impossible. The stipulation of insufficiency shouldn't have to be spelled out. Leave the Declaration of Need for Fully Qualified Educators alone.

Commission Staff Response: Education Code Section 44300(a)(3)(A) requires that districts make a diligent search for certificated teachers, including internships and district internships. The proposed language to require districts, if they participate in internship programs, to estimate the number of internships, allows the governing board to assess the commitment the district is making toward intern programs.

Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations excluding Subsections 80026(d) and 80026(e).

STATE OF CALIFORNIA

PETE WILSON, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000



(916) 445-7254
FAX (916) 327-3166

OFFICE OF THE EXECUTIVE DIRECTOR

98-9823

DATE: November 30, 1998

TO: All Individuals and Groups Interested in the Activities of the California Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Amendment of Sections 80023.1, 80024.1, 80024.2, 80024.2.1, 80024.3, 80024.3.1, 80024.3.2, 80024.4, 80024.5, 80024.6, 80024.7, 80024.8, 80026, 80026.1, 80026.4 and 80026.6 of Title 5, California Code of Regulations, Pertaining to Emergency Permits

Notice of Public Hearing is Hereby Given:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the deleted is lined-through. The public hearing is scheduled on:

February 4, 1999
1:30 p.m.

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California

Statement of Reasons

Education Code Section 44300 provides that the Commission may issue or renew emergency teaching or specialist permits in accordance with regulations adopted by the Commission.

Section 80023.1 of Title 5 defines terms used in the emergency permit regulations. Charter schools are being added as an entity that may submit emergency permits and a grade of "C" is being added for all coursework required for an emergency permit.

Section 80024.1 of Title 5 lists the requirements for the issuance of an emergency multiple or single subject teaching permits. The amendment to this section changes the intent of the emergency permit holder to enroll in a credential program and allows for an exception for the first reissuance of an emergency permit.

Section 80024.2 of Title 5 lists the requirements for the issuance of an emergency multiple or single subject teaching permits with a bilingual, crosscultural, language and academic development emphasis. The amendment to this section changes the intent of the emergency permit holder to enroll in a credential program and allows for an exception for the first reissuance of an emergency permit.

Section 80024.2 of Title 5 lists the requirements for the issuance of an emergency multiple or single subject teaching permits with a crosscultural, language and academic development emphasis. The amendment to this section changes the intent of the emergency permit holder to enroll in a credential program and allows for an exception for the first reissuance of an emergency permit.

Section 80024.3 of Title 5 lists the requirements for the emergency specialist instruction permit which can no longer be initially issued. Subsection (a) of this section, referring to initial issuance, will be deleted.

Section 80024.3.2 of Title 5 lists the requirements for the issuance of an emergency education specialist instruction permit. The amendment to this section changes the intent of the emergency permit holder to enroll in a credential program and allows for an exception for the first reissuance of an emergency permit.

Section 80024.4 of Title 5 lists the requirements for the issuance of an emergency clinical or rehabilitative services permit. The amendment to this section changes the intent of the emergency permit holder to enroll in a credential program.

Section 80024.6 of Title 5 lists the requirements for the issuance of an emergency library media teacher services permit. The amendment to this section changes the intent of the emergency permit holder to enroll in a credential program.

Section 80026 of Title 5 provides that employing agencies must submit a Declaration of Need for Fully Qualified Educators. Charter schools will be exempt from this section. Employing agencies will need to estimate the number of participants in pre-internship or internship programs, the employing agency stipulates that there is an insufficient number of certificated persons that meet employment criteria as described on an employment announcement or job bulletin and that a written justification must be submitted by the employing agency when hiring individuals in non-shortage emergency permit areas.

Section 80026.6 of Title 5 provides what is needed for the reissuance of an emergency permit. The proposed amendment requires the holder of an initial emergency permit to obtain an evaluation by a Commission-accredited professional preparation institution identifying requirements needed for the related credential.

Documents Relied Upon in Preparing Regulations

The California Commission on Teacher Credentialing *1996-97 Annual Report: Emergency Permits and Credential Waivers* was relied upon to prepare these regulations.

Documents Incorporated by Reference

There are no documents incorporated by reference.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on February 3, 1999.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Submission of Written Comments

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission at 1900 Capitol Avenue, Sacramento, CA 95814, so it is received at least one day prior to the date of the public hearing.

Public Hearing

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda. Please contact the Executive Director's office at (916)445-0184 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide twenty-five copies. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Actions

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Dale Janssen, at (916) 323-5065. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

PROPOSED TITLE 5 REGULATIONS EMERGENCY PERMITS

80023.1. General Provisions Governing Emergency Permits.

The provisions of this section shall apply to all emergency permits specified in Section 80023.

- (a) Terms that are used in Sections 80023 through 80027, inclusive, are defined as follows:
 - (1) The terms "employing agency" and "local education agency" mean the school district, charter school, county office of education, nonpublic, nonsectarian school or agency, or school operating under the direction of a California state agency, which submits an emergency permit application to the Commission in order to employ the applicant.
 - (2) "Applicant" is the individual for whom an emergency permit application is submitted.
 - (3) "Regionally accredited college or university" means an institution of postsecondary education accredited by a regional accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education. In California the regional accrediting body is the Western Association of Schools and Colleges (WASC).
 - (4) "Related credential" refers to the credential that provides the same authorization as a particular emergency permit.
- (b) The following entities may submit emergency permit applications. Each application shall be submitted to the Commission on behalf of the applicant.
 - (1) Public school districts in California.
 - (2) County offices of education or county superintendents of schools in California.
 - (3) Schools that operate under the direction of a California state agency.
 - (4) Nonpublic, nonsectarian schools and agencies as defined in Education Code Sections 56365 and 56366.
 - (5) Charter Schools as defined in Education Code Section 47605.
- (c) Emergency permits are valid for the length of time specified as follows:
 - (1) An emergency permit is valid for one year.
 - (2) The expiration date of an emergency permit which is dependent upon the possession of a valid basic credential will expire with that credential if it expires before the date explained above. The emergency permit may be extended, with an application and fee but without verification of renewal reissuance requirements, to the end of the specified period when the basic credential is renewed.
 - (3) An individual who holds an emergency permit that was initially issued prior to January 1, 1998, and that is in effect on or after January 1, 1998, may receive one or more reissuances of that permit for a maximum of five additional one-year periods.
 - (4) An individual who is issued an initial emergency permit on or after January 1, 1998, may receive one or more reissuances of that permit for a maximum of four additional one-year periods.
- (d) Teaching or service authorized by an emergency permit shall be restricted to schools operated by the employing agency that requested the permit.
- (e) A grade of "C" or higher, "Pass", or "Credit" must be earned in each course required for the initial issuance and reissuance of an emergency permit. "Non-remedial" coursework for the purposes of this section shall be defined as coursework that is applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44251(c) and 44300 Education Code.

80024.1. Emergency Multiple or Single Subject Teaching Permits.

- (a) Requirements for the initial issuance of an Emergency Multiple or Single Subject Teaching Permit include all of the following:
 - (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (2) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the related credential within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
 - (3) The applicant must verify one of the following:
 - (A) Passage of the appropriate subject matter examination(s) approved by the Commission for the related credential;
or
 - (B) Successful completion of the specified number of semester units, or equivalent quarter units, of appropriate course work taken at a regionally accredited college or university as follows:
 1. For the Emergency Single Subject Teaching Permit, at least 18 semester units, or nine upper division or

graduate semester units of course work in the subject to be taught; or

2. For the Emergency Multiple Subject Teaching Permit, at least 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development.

(b) To renew reissue an Emergency Multiple or Single Subject Teaching Permit, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.

- (1) The applicant who has not completed the subject matter knowledge requirement specified in Section 80413(a)(3) may, for the first reissuance only, take all components of the appropriate subject matter examination as described in Section 80071 in lieu of six semester units of coursework from a regionally accredited college or university.

(c) Authorization:

- (1) An Emergency Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.
- (2) An Emergency Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(d), (g), and (q), and 44300, Education Code. Reference: Sections 44300, and 44301 Education Code.

80024.2. Emergency Multiple or Single Subject Teaching Permit with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

(a) Requirements for the initial issuance of an Emergency Multiple or Single Subject Teaching Permit with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis include all of the following:

- (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
- (2) The applicant must verify target-language proficiency by one of the following:
 - (A) Passage in the target language of the listening and speaking sections of Test 6 of the CLAD/BCLAD Examinations, or the oral language component of the Bilingual Certificate of Competence (BCC) examination, or
 - (B) Passage in the target language of an assessment covering oral language proficiency, both listening and speaking, administered by a California college or university as a part of its Commission-approved accredited BCLAD emphasis program, or
 - (C) Passage in the target language for which the Commission has no BCLAD Test 6 of an assessment covering oral language proficiency, both listening and speaking, performed by an approved organization pursuant to Education Code Section 44253.5(a), or
 - (D) Possession of a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally accredited institution of higher education in the United States.
 - (E) Possession of a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in the target language.
- (3) The applicant must verify subject-matter competence by one of the following:
 - (A) Passage of the appropriate subject matter examination(s) approved by the Commission for the related credential; or
 - (B) Successful completion of the specified number of semester units, or equivalent quarter units, of appropriate course work taken at a regionally accredited college or university as follows:
 1. For the Emergency Single Subject Teaching Permit with a BCLAD Emphasis, at least 18 semester units, or nine upper division or graduate semester units of course work in the subject to be taught; or
 2. For the Emergency Multiple Subject Teaching Permit with a BCLAD Emphasis, at least 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development.
- (4) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the related credential within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.

(b) To renew reissue an Emergency Multiple or Single Subject Teaching Permit with a BCLAD Emphasis, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.

- (1) The applicant who has not completed the subject matter knowledge requirement specified in Section 80413(a)(3) may, for the first reissuance only, take all components of the appropriate subject matter examination as described in Section 80071 in lieu of six semester units of coursework from a regionally accredited college or university.

(c) Authorization.

- (1) An Emergency Multiple Subject Teaching Permit with a BCLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a BCLAD Emphasis in the target language(s) listed on the permit.
- (2) An Emergency Single Subject Teaching Permit with a BCLAD Emphasis authorizes the same service as a Single

Subject Teaching Credential with a BCLAD Emphasis in the target language(s) and authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(d), (g) and (q) and 44300, Education Code. Reference: Sections 44300 and 44301 Education Code.

80024.2.1 Emergency Multiple or Single Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis

- (a) Requirements for the initial issuance of an Emergency Multiple or Single Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis include all of the following:
 - (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (2) The applicant must verify one of the following:
 - (A) Passage of the appropriate subject matter examination(s) approved by the Commission for the related credential; or
 - (B) Successful completion of the specified number of semester units, or equivalent quarter units, of appropriate course work taken at a regionally accredited college or university as follows:
 - 1. For the Emergency Single Subject Teaching Permit with a CLAD Emphasis, at least 18 semester units, or nine upper division or graduate semester units of course work in the subject to be taught; or
 - 2. For the Emergency Multiple Subject Teaching Permit with a CLAD Emphasis, at least 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development; or
 - (3) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the related credential within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
- (b) To renew reissue an Emergency Multiple or Single Subject Teaching Permit with a CLAD Emphasis, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.
 - (1) The applicant who has not completed the subject matter knowledge requirement specified in Section 80413(a)(3) may, for the first reissuance only, take all components of the appropriate subject matter examination as described in Section 80071 in lieu of six semester units of coursework from a regionally accredited college or university.
- (c) Authorization:
 - (1) An Emergency Multiple Subject Teaching Permit with a CLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a CLAD Emphasis.
 - (2) An Emergency Single Subject Teaching Permit with a CLAD Emphasis authorizes the same service as a Single Subject Teaching Credential with a CLAD Emphasis in the authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(d), (g) and (q) and 44300, Education Code. Reference: 44300, and 44301 Education Code.

80024.3 Emergency Specialist Instruction Permits for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped.

- (a) Requirements for the initial issuance of an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped include all of the following:
 - (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (2) Either (A) or (B) below:
 - (A) The applicant must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or
 - (B) The applicant must possess or show eligibility for an out-of-state credential in special education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution.
 - (3) The applicant must demonstrate intent to enroll in a Commission-approved program for the appropriate Special Education Specialist Instruction Credential or the basic teaching credential within the valid period of the emergency permit.
 - (4) Emergency Specialist Instruction Permits shall not be issued initially after June 30, 1998.
- (b)(a) To renew reissue an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.
 - (1) Emergency Specialist Instruction Permits shall not be renewed reissued after June 30, 2001.
- (c) Authorization: An Emergency Specialist Instruction Permit authorizes the same service as the Specialist Instruction

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80024.3.1 Emergency Resource Specialist Permit.

- (a) Requirements for the initial issuance of an Emergency Resource Specialist Permit include all of the following:
- (1) The applicant and the employing agency must meet the general requirements as stated in Section 80023.2.
 - (2) Either (A) or (B) below:
 - (A) The applicant must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or
 - (B) The applicant must possess or show eligibility for an out-of-state credential in special education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution.
 - (3) Either (A), (B), or (C) below:
 - (A) The applicant who holds a basic California teaching credential which does not authorize instruction for special education students must demonstrate intent to enroll in a Commission-approved accredited program for the appropriate Special Education Specialist Instruction Credential within the valid period of the emergency permit.
 - (B) The applicant who holds a California teaching credential which authorizes instruction for special education students must demonstrate intent to either enroll in a Commission-approved accredited program or complete the assessment for the Resource Specialist Certificate of Competence as outlined in Sections 80070.2 through 80070.8 within the valid period of the emergency permit.
 - (C) The applicant who holds or is eligible for an out-of-state credential in special education must demonstrate intent to enroll in either a Commission-approved accredited program for the appropriate Special Education Specialist Instruction Credential or the basic teaching credential, as appropriate to his or her training, within the valid period of the emergency permit.
- (b) To renew reissue an Emergency Resource Specialist Permit the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6, except in lieu of the six semester units of coursework or ninety clock hours of professional development described in Section 80026.6(a)(5), the applicant who holds a California teaching credential which authorizes instruction for special education students may complete the assessment for the Resource Specialist Certificate of Competence provided for in Section 80070.6.
- (c) Authorization: An Emergency Resource Specialist Permit authorizes the same service as the Resource Specialist Certificate of Competence.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80024.3.2. Emergency Education Specialist Instruction Permits.

- (a) Requirements for the initial issuance of an Emergency Education Specialist Instruction Permit in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education include all of the following:
- (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (2) In addition, the applicant must meet (A), (B), (C) or (D) below:
 - (A) must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or
 - (B) must possess or show eligibility for an out-of-state credential in special education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution, or
 - (C) must verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students in a public school or a state certified nonpublic, nonsectarian school or a state certified nonpublic, nonsectarian agency with students in the age range of the authorization being requested, or
 - (D) must verify a minimum of nine semester units of coursework with a grade of "C" or better in special education or in a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.
 - (3) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a program accredited by the Committee on Accreditation for the appropriate Education Specialist Instruction Credential within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
- (b) To renew reissue an Emergency Specialist Instruction Permit in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in 80026.6.

- (1) The applicant who completed a professional preparation program as described in Section 80048.3(b)(2) must complete at least six semester units of coursework toward completion of the requirements described in Section 80048.3(b)(4) through (8) in lieu of the requirements described in 80026.6 (a)(5)(A).
 - (2) The applicant who has not completed the subject matter knowledge requirement specified in Section 80413(a)(3) may, for the first reissuance only, take all components of the appropriate subject matter examination as described in Section 80071 in lieu of six semester units of coursework from a regionally accredited college or university.
- (c) Authorization: An Emergency Education Specialist Instruction Permit authorizes the same service as the Education Specialist Instruction Credential in the authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44265 and 44300 Education Code.

80024.4. Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization.

- (a) Requirements for the initial issuance of an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization include all of the following:
 - (1) The applicant and the employing agency must meet the general requirements as stated in Section 80023.2.
 - (2) The applicant must verify either of the following:
 - (A) Possession of a valid Clinical or Rehabilitative Services Credential in Language, Speech and Hearing; or
 - (B) Possession of a baccalaureate degree from a regionally accredited college or university and successful completion of an organized program of at least two full years or 60 semester units, including a minimum of 75 hours of supervised clinical practice with school-age children, in a regionally accredited college or university, in the area of language, speech and hearing.
 - (3) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the Clinical or Rehabilitative Service Credential in Language, Speech and Hearing, including the Special Class Authorization, within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
 - (4) The Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization shall not be issued initially after July 1, 2000.
- (b) To renew reissue an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.
- (c) Authorization. An Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization, authorizes the same service as a Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, including the Special Class Authorization.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections , 44225 subdivisions (d) and (g), 44268 and 44300 Education Code.

80024.5. Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing.

- (a) Requirements for the initial issuance of an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing include all of the following:
 - (1) The applicant and the employing agency must meet the general requirements as stated in Section 80023.2.
 - (2) The applicant must verify possession of a baccalaureate degree from a regionally accredited college or university and successful completion of an organized program of at least two full years or 60 semester units, including a minimum of 75 hours of supervised clinical practice with school-age children, in a regionally accredited college or university, in the area of language, speech and hearing.
 - (3) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the Clinical or Rehabilitative Service Credential in Language, Speech and Hearing within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
 - (4) The Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing shall not be issued initially after July 1, 2000.
- (b) To renew reissue an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.
- (c) Authorization. An Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing authorizes the same service as a Clinical or Rehabilitative Services Credential in Language, Speech and Hearing.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225 subdivisions (d) and (g), 44268 and 44300 Education Code.

80024.6 Emergency Library Media Teacher Services Permit.

- (a) Requirements for the initial issuance of the Emergency Library Media Teacher Services Permit are as follows:
- (1) Persons holding a valid California Teaching Credential must verify all of the following:
 - (A) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (B) The applicant must possess a valid California Teaching Credential based on a baccalaureate degree and a professional preparation program, including student teaching.
 - (C) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the Library Media Teacher Services Credential within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
 - (2) Persons holding or eligible for a valid service credential from a state other than California must verify all of the following:
 - (A) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (B) The applicant must verify possession of or eligibility for an out-of-state credential or certificate authorizing service as a school librarian.
 - (C) The applicant must demonstrate provide a written affirmation of his or her intent to enroll in a Commission-approved program for the Library Media Teacher Services Credential within the valid period of the emergency permit complete the requirements set forth in Section 80026.6 during the period of the permit.
- (b) To renew reissue an Emergency Library Media Teacher Services Permit, the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6.
- (c) Authorization. An Emergency Library Media Teacher Services Permit authorizes the same service as a Library Media Teacher Services Credential.

Note: Authority cited: Section 44225 subsections (b) and (q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80024.7 Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit

- (a) Requirements for the initial issuance of an Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit include all of the following:
- (1) The applicant and the employing agency must meet the general requirements specified in section 80023.2.
 - (2) The applicant must possess a valid credential or permit as specified in Education Code Section 44253.4(b)(1).
 - (3) The applicant must verify target-language proficiency by one of the following:
 - (A) Passage in the target language of the listening and speaking sections of Test 6 of the CLAD/BCLAD Examinations, or the oral language component of the Bilingual Certificate of Competence (BCC) examination, or
 - (B) Passage in the target language of an assessment covering oral language proficiency, both listening and speaking, administered by a California college or university as a part of its Commission-approved accredited BCLAD emphasis program, or
 - (C) Passage in the target language for which the Commission has no BCLAD Test 6 of an assessment covering oral language proficiency, both listening and speaking, performed by an approved organization pursuant to Education Code Section 44253.5(a), or
 - (D) Possession of a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in the target language, or
 - (E) Possession of a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally accredited institution of higher education in the United States.
- (b) To renew reissue an Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6 except in lieu of the six semester units of coursework or ninety clock hours of professional development described in Section 80026.6(a)(5), the applicant must complete both of the following:
- (1) Pass either Test 4, Test 5, or all four parts of Test 6 of the CLAD/BCLAD Examinations if these tests, or their equivalent as detailed in Section 80015.1, were not passed prior to issuance of the emergency permit being renewed reissued. If all of these tests were passed prior to the issuance of the emergency permit being renewed reissued, three semester units of coursework required for the CLAD Certificate may be substituted. Passage of the four parts of Test 6 is not required of anyone who qualifies for the emergency permit by completion of subsections (D) or (E) in section 80024.7(a)(3) above.
 - (2) Pass either Test 1, Test 2, or Test 3 of the CLAD/BCLAD Examinations if these tests, or their equivalent as detailed in Section 80015.1, were not passed prior to issuance of the emergency permit being renewed reissued. If all of these tests were passed, or if the applicant opts to complete coursework in lieu of taking these tests, three semester units of coursework required for the CLAD Certificate may be substituted.
- (c) Authorization. The Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit authorizes the same service as the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80024.8 Emergency Crosscultural, Language and Academic Development (CLAD) Permit

- (a) Requirements for the initial issuance of an Emergency Crosscultural, Language and Academic Development (CLAD) Permit include all of the following:
 - (1) The applicant and the employing agency must meet the general requirements specified in section 80023.2.
 - (2) The applicant must possess a valid credential or permit as specified in Education Code Section 44253.3(b)(1).
- (b) To renew reissue an Emergency Crosscultural, Language and Academic Development (CLAD) Permit the applicant and the employing agency must meet the requirements for renewal reissuance of emergency permits specified in Section 80026.6 except in lieu of the six semester units of coursework or ninety clock hours of professional development described in Section 80026.6(a)(5), the applicant must complete any two of the following: Test 1, Test 2, or Test 3 of the CLAD/BCLAD Examination, if these tests, or their equivalent as detailed in Section 80015.1, were not passed prior to issuance of the emergency permit being renewed reissued. If the tests were passed, or if the applicant opts to complete coursework in lieu of taking the tests, three semester units of coursework required for the CLAD Certificate may be substituted for each test not taken.
- (c) Authorization. The Emergency Crosscultural, Language and Academic Development (CLAD) Permit authorizes the same service as the Crosscultural, Language and Academic Development (CLAD) Certificate.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80026. Declaration of Need for Fully Qualified Educators.

Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit for that agency. Charter schools as defined in Education Code Section 47605 shall be exempt from submitting a Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on the June 30 following its submission to the Commission, unless the employing agency has an approved Plan to Develop Fully Qualified Educators which specifies a period of validity longer than twelve months. The Declaration of Need for Fully Qualified Educators shall be submitted to the Commission on a form to be provided by the Commission, and shall include all of the following information:

- (a) Estimated Need: This shall include the title(s) and number of each type of emergency permit which the employing agency estimates, based on previous year actual needs and projections of enrollment, it will need during the year covered by the Declaration. In addition, it shall include each subject to be listed on Emergency Single Subject Teaching Permits and the target language on Emergency Multiple Subject or Single Subject Teaching Permits with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis or on Emergency BCLAD Permits. The Declaration of Need for Fully Qualified Educators shall be revised, when the number of emergency permits needed exceeds the estimate by ten percent, by the governing board or superintendent/administrator of the employing agency, as specified in subsection (e) below.
- (b) Efforts to Recruit Certificated Personnel. This shall include a brief description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.
- (c) Efforts to Establish Alternative Training Options. The Declaration shall:
 - (1) identify the names of institutions of higher education co-sponsoring internships or other certification programs with the employing agency or, if no such programs exist, briefly explain why; and
 - (2) if the employing agency participates in pre-internship or internship programs, estimate the number which the employing agency reasonably expects to employ during the year covered by the Declaration; and
 - (2) (3) indicate whether the employing agency has considered developing a "Plan to Develop Fully Qualified Educators" in cooperation with other education agencies in the region pursuant to Section 80026.4, or if not briefly explain why.
- (d) Stipulation of Insufficiency of Suitable Applicants. The employing agency shall certify that there is an insufficient number of certificated persons who meet the employing agency's specified employment criteria to fill necessary positions as described on the employment announcement or job bulletin.
- (e) Justification for Employment of Emergency Permit Holders: The employing agency shall provide a written justification for the need to employ individuals in non-shortage areas as defined by the Commission.
- (e)(f) Adoption of the Declaration. The Declaration of Need for Fully Qualified Educators shall be adopted by the governing board of a school district, or by the superintendent of a county office of education or by the administrator of a state school or nonpublic, nonsectarian school or agency.
 - (1) A Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as part of a consent calendar.
 - (2) A superintendent of a county office or the administrator of a state school or nonpublic, nonsectarian school or agency shall publicly announce his or her intent to adopt a Declaration of Need for Fully Qualified Educators at least 72 hours prior to adopting the Statement. The adopted Statement shall be signed by the superintendent or administrator.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80026.1. Information to Applicants.

The local education agency shall inform each applicant for an emergency permit specified in Section 80023 of all of the following:

- (a) that the employing agency will provide the orientation, guidance and assistance required by Section 80026.5,
- (b) the name, or if providing the name is not feasible, the position, of the individual responsible for providing the guidance and assistance required by Section 80026.5;
- (c) that, in order to renew reissue an emergency permit, the applicant must be admitted to a Commission-approved professional preparation program, and must complete a minimum of six semester units, or nine quarter units, of approved course work for the related credential or, for the first renewal reissuance, be participating in a professional development program, and complete the equivalent as described in the employing agency's "Plan to Develop Fully Qualified Educators.", unless exceptions for renewal reissuance are listed under the specific requirement for the type of emergency permit for which application is being made.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80026.4. Plan to Develop Fully Qualified Educators

- (a) Any employing agency may submit a Plan to Develop Fully Qualified Educators to the Commission for approval. Such a Plan shall be developed by the employing agency, in collaboration with a county office of education, regionally accredited college or university, Special Education Local Planning Area, or other public education entity in the region of the employing agency, as appropriate. The Plan shall describe efforts by the employing agency to:
 - (1) recommend to the Commission the certification of personnel who, by virtue of education, training or experience, have been judged by certificated educators from the employing agency as competent to serve in an assignment, but are not yet certified to do so;
 - (2) support and assist persons who have training and experience in teaching, but neither training nor experience in the area to which they will be assigned; and
 - (3) provide development activities for persons who have neither training nor experience in teaching, for example, through university or district internships, technologically based learning, or intensive professional development programs.
- (b) Any Plan To Develop Fully Qualified Educator may propose alternatives to enrollment in a Commission-approved accredited preparation program for the first year of development of persons granted an emergency permit for the first time. Such alternatives shall be designed to provide ninety clock hours of professional development and to be equivalent to at least 6 units of course work offered to first-year emergency permit holders by a college or university with a preparation program approved accredited by the Commission. Any such proposed alternative shall include information on how the performance of the applicant for the renewal reissuance of an emergency permit shall be evaluated.
- (c) Any Plan to Develop Fully Qualified Educators may propose ways for the employing agency to streamline or decentralize existing procedures for the issuance or renewal reissuance of any or all of the emergency permits listed in Section 80023 to allow the employing agency to devote more personnel or fiscal resources to supporting, assisting and developing fully qualified educators, and fewer resources to paperwork or other tasks associated with applying for emergency permits.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44225, subdivisions (d) and (g), and 44300, Education Code.

80026.6 Requirements for the Renewal Reissuance of Emergency Permits.

- (a) The renewal reissuance requirements for an emergency permit identified in Section 80023, shall include all of the following:
 - (1) A completed Application for Credential Authorizing Public School Service (form 41-4, rev 4-94), .
 - (2) Payment of the fee(s) required by Section 80487.
 - (3) Prior submission of a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
 - (4) Verification that orientation, guidance and assistance have been provided as required in Section 80026.5.
 - (5) For the first reissuance only, an evaluation by a Commission-accredited professional preparation institution identifying requirements the emergency permit holder must complete to be eligible for the related credential.
 - (5)(6) The following, unless exceptions for renewal reissuance are listed under the specific requirement for the type of emergency permit for which application is being made:
 - (A) admission to and enrollment in a Commission-approved professional preparation program, and cCompletion of at least six semester units (or the equivalent quarter units) of approved coursework in a Commission-accredited professional preparation program required for issuance of the related credential; or
 - (B) for the first renewal reissuance only, completion of a minimum of ninety hours of professional development

activities that are directly related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators which has been approved accredited by the Commission.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

STATE OF CALIFORNIA

PETE WILSON, GOVERNOR

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814
(916) 445-0184
FAX (916) 327-3166



Attn.: Sam Swofford, Ed. D.
Executive Director

Title: **Emergency Permits**
Section Nos.: 80023.1, 80024.1, 80024.2, 0024.2.1, 80024.3,
80024.3.1, 80024.3.2, 80024.4, 80024.5, 80024.6, 80024.7,
80024.8, 80026, 80026.1, 80026.4 and 80026.6

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission office at the above address by 5:00 pm on February 3, 1999, in order that the material can be presented at the February 4, 1999 public hearing.

- 1. **Yes.** I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
- 2. **No.** I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)

- 3. Personal opinion of the undersigned. and/or
- 4. Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization, Other
- 5. I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6. No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____

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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Potential Award of a Contract for (a) Development of Teaching Performance Expectations for California Preliminary (Level I) Teaching Credential Candidates, and (b) Review and Potential Revision of the Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

✓ Action

Prepared by: Bob Carlson, Ph.D., Administrator, Examinations and Research Unit
Professional Services Division

Summary of an Agenda Report

Potential Award of a Contract for (a) Development of Teaching Performance Expectations for California Preliminary (Level I) Teaching Credential Candidates, and (b) Review and Potential Revision of the Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

Professional Services Division
January 20, 1999

Overview of this Report

In October 1998, after reviewing staff's *Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042*, the Commission authorized the Executive Director to release three Requests for Proposals (RFPs) described in the plan. In November the first RFP in the plan was released. Its purpose was to identify a contractor who would (a) develop teaching performance expectations for California preliminary (Level I) teaching credential candidates and (b) review and potentially revise the content specifications for the Multiple Subjects Assessment for Teachers (MSAT). This seven-part report describes the RFP, the proposal review process, the results of that process, and the major features of a potential contract with Educational Testing Service.

Policy Issue to be Resolved by the Commission

How should the Commission proceed in relation to contracting for (a) development of teaching performance expectations for California preliminary (Level I) teaching credential candidates, and (b) review and potential revision of the content specifications for the Multiple Subjects Assessment for Teachers (MSAT)?

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective Two: Develop and administer teacher assessments.

Contributions of this Report to the Implementation of SB 1422 Reforms

To develop a teaching performance assessment as required by SB 2042 and recommended by the SB 1422 Advisory Panel, the Commission will need to sponsor the development of teaching performance expectations. The potential contract discussed in this report includes the development of valid and defensible teaching performance expectations.

Fiscal Impact Statement

The costs of preparing this plan have been supported from the agency's base budget resources. The Commission's budget for 1998-99 includes sufficient funds to support the potential contract discussed in this report.

Recommendation

Due to circumstances described in Part 6 of this report, at the time this report was written staff was not able to formulate a specific recommendation. Staff expects the situation to be clarified by the time the Commission meets and will offer a specific recommendation at that time in relation to a contract for (a) development of teaching performance expectations for California preliminary (Level I) teaching credential candidates, and (b) review and potential revision of the content specifications for the Multiple Subjects Assessment for Teachers (MSAT).

Overview of this Report

In October 1998, after reviewing staff's *Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042*, the Commission authorized the Executive Director to release three Requests for Proposals (RFPs) described in the plan. In November the first RFP in the plan was released. Its purpose was to identify a contractor who would (a) develop teaching performance expectations for California preliminary (Level I) teaching credential candidates and (b) review and potentially revise the content specifications for the Multiple Subjects Assessment for Teachers (MSAT). This seven-part report describes the RFP, the proposal review process, the results of that process, and the major features of a potential contract with Educational Testing Service (ETS).

Part 1 of this report provides background information about the development of teaching performance expectations for preliminary (Level I) teaching credential candidates. Part 2 provides background information about the review and potential revision of the MSAT content specifications. Part 3 is a description of participants who would be involved in the contracted work other than the proposed contractor. Part 4 summarizes the procedures that were used to solicit proposals from potential contractors and the results. Part 5 describes the proposal review process and results.

Due to circumstances described in Part 6, at the time this report was written staff was not able to formulate a specific recommendation. Staff expects the situation to be clarified by the time the Commission meets and will offer a specific recommendation at that time in relation to the potential contract. Part 7 of this report summarizes the major elements of the work that would be performed by ETS if awarded the contract.

Part 1 Background Information Related to the Development of Teaching Performance Expectations for Preliminary (Level I) Teaching Credential Candidates

This part of the report provides background information related to the development of teaching performance expectations for preliminary (Level I) teaching credential candidates in California. The teaching performance expectations will serve as the basis for the Commission-developed and locally-developed teaching performance assessments pursuant to SB 2042. Information is provided about Senate Bill 2042, the plan for the development of teaching performance expectations and a teaching performance assessment, the SB 2042 teaching performance assessments, the *California Standards for the Teaching Profession*, and the expected characteristics of the teaching performance expectations to be developed.

Senate Bill 2042

In September 1998, California Governor Pete Wilson signed into law Senate Bill 2042 (Chapter 548, Statutes of 1998), sponsored by the Commission. The new law will significantly transform the preparation, induction, development, and licensure of teachers in the coming years by making structural changes in the requirements for teaching credentials. One important element of the new law requires that each program of professional preparation for California Multiple Subject and Single Subject Teaching Credentials include an assessment of each credential candidate's teaching performance. These "teaching performance assessments" must be:

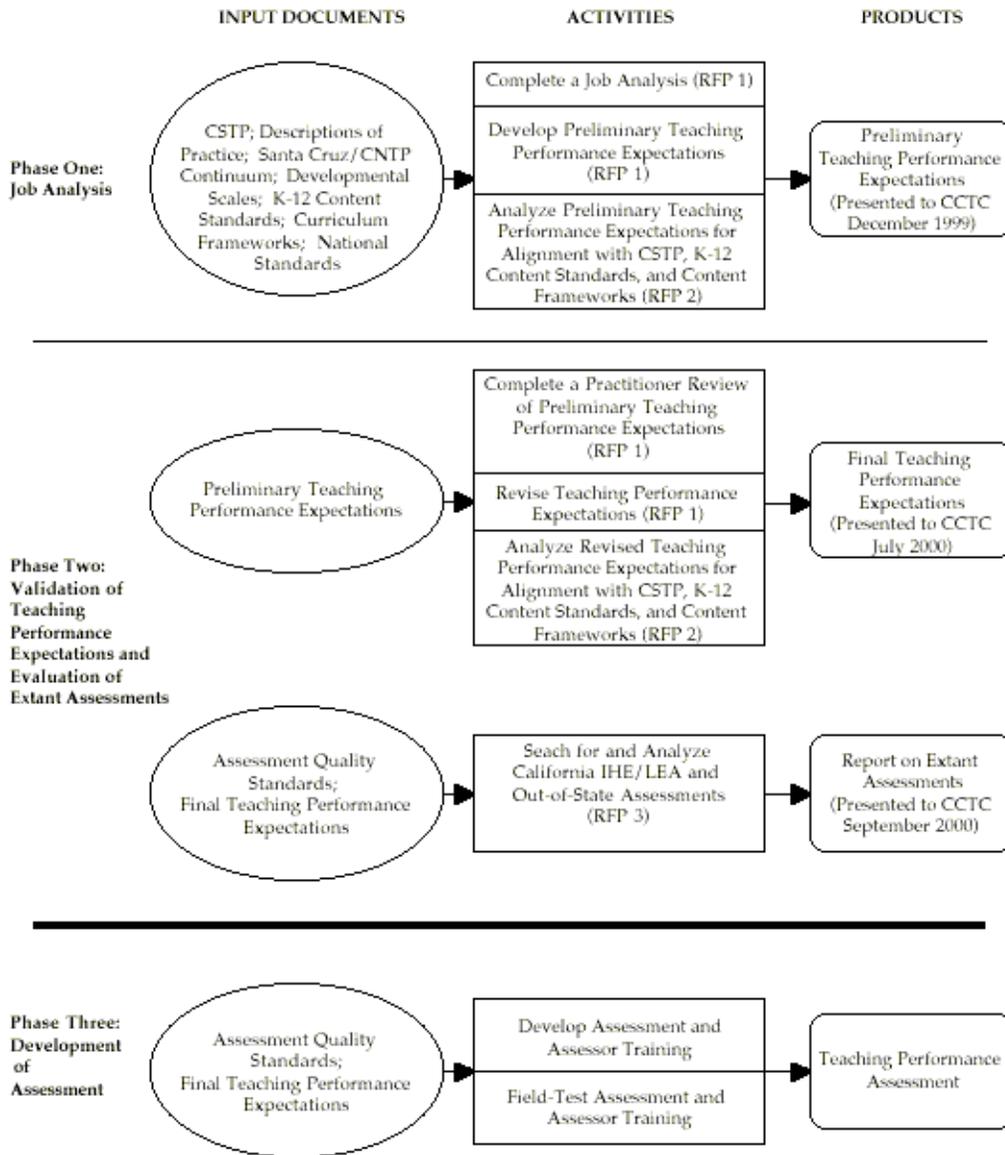
- aligned with the *California Standards for the Teaching Profession*,
- congruent with state content and performance standards for K-12 students,
- consistent with Assessment Quality Standards (to be developed by the Commission), and
- based on a Commission-adopted set of "teaching performance expectations."

The law requires the Commission to develop a teaching performance assessment that sponsors of professional preparation programs could use if they choose not to develop their own teaching performance assessments. A general plan for the development of the teaching performance expectations and the Commission's teaching performance assessment is described below.

General Plan for the Development of Teaching Performance Expectations and a Teaching Performance Assessment

In October 1998 the Commission reviewed a general plan for the development of a teaching performance assessment and authorized the Executive Director to release three RFPs. The plan is depicted graphically in Chart 1 on the next page.

Chart 1
Activities and Tentative Timeline for the Development of Teaching Performance
Expectations and a Teaching Performance Assessment



The plan is divided into three phases. For each phase, the chart indicates critical input documents, the major activities, and the primary products. The three phases are:

- Phase One: Job Analysis
- Phase Two: Validation of Teaching Performance Expectations and Evaluation of Extant Assessments
- Phase Three: Development of a Teaching Performance Assessment

Each of the phases is briefly described below to provide context for the subject of this report, RFP 1. The three authorized RFPs needed to complete Phases One and Two are indicated in Chart 1, where it can be seen that the work to be conducted pursuant to RFP 2 would occur at two points during the time when work is occurring pursuant to RFP 1.¹

¹ The original version of the chart presented to the Commission in October 1998 indicated that preliminary teaching performance expectations would be presented to the Commission in approximately October 1999, and the final teaching performance expectations would be presented in approximately March 2000. It now appears that those dates will be December 1999 and July 2000, respectively.

In this phase of the plan, the Commission would sponsor a job analysis and the development of preliminary teaching performance expectations (based on the results of the job analysis) that would ultimately become the basis for both the Commission-developed and locally-developed teaching performance assessments. The *California Standards for the Teaching Profession* (CSTP), CFASST Descriptions of Practice, the BTSA Developmental Scales, the Santa Cruz/CNTP Continuum, the State Board adopted Student Content and Performance Standards, and other relevant documents and materials would inform this phase of the work. The preliminary performance expectations would then be analyzed and revised, as necessary, to ensure alignment with the CSTP, the Student Content Standards, and the State Curriculum Frameworks, as required by SB 2042. The primary product resulting from Phase One would be the preliminary teaching performance expectations, which would be presented to the Commission for review and adoption approximately December 1999.

Phase Two: Validation of Teaching Performance Expectations and Evaluation of Extant Assessments

Phase Two in the development of teaching performance expectations and a teaching performance assessment would consist of two sets of activities: (a) the development of final teaching performance expectations, and (b) a search for existing assessments that are consistent with the final teaching performance expectations and that meet the Assessment Quality Standards developed by the Commission's Advisory Panel for the Development of Teacher Preparation Standards (SB 2042 Advisory Panel) and adopted by the Commission. The first set of activities would include a practitioner review of the preliminary teaching performance expectations, revisions to those expectations based on the results of the practitioner review, and an analysis of the resulting teaching performance expectations to ensure continued alignment with the CSTP, the Student Content Standards, and the Curriculum Frameworks. Final teaching performance expectations would be presented to the Commission for review and adoption in approximately July 2000.

The second set of activities in Phase Two includes a search for and analysis of extant teaching performance assessments. The purpose would be to identify assessments within or outside of California that are consistent with the final teaching performance expectations and with the Assessment Quality Standards. If any are located that could be used, either in whole or in part, to meet the requirements of SB 2042, less development work would have to be conducted by the Commission. The results of this work, which would be reported to the Commission in approximately September 2000, would have a direct impact on Phase Three of the general plan, summarized below.

Phase Three: Development of a Teaching Performance Assessment

Once Phases One and Two have been completed, the Commission would begin Phase Three, which would build on the results of the previous two phases to develop a valid and legally defensible teaching performance assessment. If no suitable extant assessments are found in Phase Two, then the Commission would sponsor the development of a new assessment based on the teaching performance expectations and consistent with the Assessment Quality Standards. An assessor training system would also be developed. The assessment and the assessor training system would be field-tested in California, and the results would be used to finalize the assessment and the training system.

If an appropriate extant assessment is identified in Phase Two, that assessment and an associated assessor training system would be field-tested in California. Field-test results would be used to improve the materials, as necessary.

SB 2042 Teaching Performance Assessments

SB 2042 requires that a teaching performance assessment be included in each professional preparation program leading to preliminary (Level I) Multiple Subject or Single Subject Teaching Credentials. To satisfy this provision of the law, sponsors of professional preparation programs have three choices. They can (a) develop and administer their own assessment, which must be approved by the Commission based on Assessment Quality Standards adopted by the Commission, (b) administer the assessment that the law requires the Commission to develop, or (c) ask the Commission to administer the Commission-developed assessment to their candidates. The teaching performance expectations that will be adopted by the Commission will be the bases for all teaching performance assessments developed pursuant to SB 2042.

The teaching performance assessments will primarily be pedagogical assessments. They will not assess subject matter knowledge directly, but are expected to assess content-specific pedagogy. It is expected that the teaching performance assessments will involve multiple sources of evidence in multiple modalities.

California Standards for the Teaching Profession (CSTP)

In January 1997, the Commission adopted the *California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers*. Hundreds of educators from throughout California participated in the development of these standards of accomplished teaching practice, thus enhancing their validity. Based on current research and expert advice pertaining to best teaching practice, the standards have been widely disseminated and used throughout California, approved by the State Superintendent of Public Instruction, and endorsed by the State Board of Education. The CSTP were developed to facilitate the induction of new teachers into their professional roles and responsibilities, and to guide teachers as they define and develop their practice, by providing a common language and vision of the scope and complexity of teaching. They provide, for the first time in California education, a common description of pedagogy that enables teachers, mentors, professors, staff developers, support providers, supervisors, and performance assessors to communicate effectively with each other about their work.

The standards are organized around six interrelated domains of teaching practice. The six standards are:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning

- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together, these six standards represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students in California.

In the CSTP, each standard is introduced in a narrative description of best practice that portrays an accomplished level of professional teaching. Following the narrative description, each standard is broken down into elements that identify key areas within that domain of teaching. Each element is further specified with questions that encourage teachers to explore aspects of teaching practice throughout their careers.

First-year and second-year teachers continue to develop through intensive learning activities that build on their professional preparation and lead to lifelong professional development. The CSTP were created to address this development, and are designed to be used by teachers to:

- prompt reflection about student learning and teaching practice;
- formulate professional goals to improve teaching practice; and
- guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

An important characteristic of the CSTP is that they describe the professional practices of *competent experienced teachers* whose teaching has matured as a result of preparation, study, reflection, coaching, and professional growth. The organizations and individuals who participated in developing the CSTP have emphasized a common message: The CSTP do not accurately describe the performances of beginning teachers, student teachers, intern teachers, emergency teachers, "waivered" teachers, or any other group of *new* teachers.

As indicated earlier, however, the teaching performance expectations to be developed in this project must be aligned with the CSTP. This does not imply an exact "fit" between each TPE and each provision of the CSTP. Rather, there must be correspondence and consistency between the TPEs and the major themes and emphases of the CSTP. If these policies are aligned, realization of the TPEs should contribute to a beginning teacher's eventual accomplishment of the CSTP.

Teaching Performance Expectations

The following discussion describes the Commission staff's understanding of and expectations for the teaching performance expectations (TPEs) that will serve as the bases for all teaching performance assessments implemented pursuant to SB 2042. The TPEs will describe pedagogical tasks, knowledge, and abilities (TKAs) to be assessed in the Commission-developed and locally-developed teaching performance assessments. Staff anticipates that two or more TKAs will form the basis for each TPE.

The TPEs are expected to not only identify behavioral aspects of teaching, but intellectual and cognitive aspects of teaching as well. For example, the TPEs are expected to include tasks, knowledge, and abilities related to the following:

- consideration of a range of evidence regarding a pedagogical problem to be resolved;
- consideration of multiple alternatives before selecting one for use;
- reflection on prior practice as a guide to future actions;
- consulting and conferring with a mentor, supervisor, or support provider regarding a decision to be made;
- developing a professional rationale for an important element of practice; and
- planning ways to assess the effects of a practice once it is put into motion.

The TPEs are expected to be organized into domains of teaching. Two or more TPEs will comprise each domain, and the TPEs in a domain will be substantively related to each other. In this way, each domain will be defined as a coherent element of a teacher's practice that can be assessed somewhat independently of other domains.

Each TPE will include descriptions of multiple levels of teacher proficiency in relation to the TKAs included in the TPE. These levels of proficiency are expected to include (a) descriptions of two levels below that expected of a preliminary (Level I) teaching credential candidate, (b) a description of the level expected of a preliminary (Level I) teaching credential candidate, and (c) descriptions of two levels above that expected of a preliminary (Level I) teaching credential candidate. The qualitative difference between each pair of contiguous levels of proficiency will be as equal as possible, large enough to allow reliable and meaningful distinctions, yet small enough to recognize variation in performance levels among candidates.

Staff expects that some TPEs will be common to all preliminary (Level I) Multiple Subject and Single Subject Teaching Credential candidates. Other TPEs will be unique to the credential sought or to a specific teaching situation, which might be defined in terms of the grade level of the students or the subject area being taught. Table 1 on the next page shows a number of theoretically possible sets of TPEs for preliminary (Level I) teaching credential candidates for five credential types: the Multiple Subject Teaching Credential and four Single Subject Teaching Credentials (mathematics, social science, science, and English).² These credential types are listed along the top of the table. Along the left side of the table are brief descriptions of potential sets of TPEs. Each set has a letter label. The table indicates the sets of TPEs that might be associated with each credential type.

² For the development of teaching performance expectations, the focus of this contract will be on the four subject matter areas

in which the State Board of Education has adopted K-12 student content standards. The Commission may sponsor future efforts to identify the pedagogical job requirements and TPEs related to other subject matter areas (e.g. , Spanish, Art, Business Education) as the State Board adopts student content standards in those areas.

For example, set A in Table 1 represents TPEs that are common to all teaching jobs and, therefore, would be expected of all preliminary (Level I) teaching credential candidates. Set B represents TPEs unique to the jobs of Multiple Subject Teaching Credential holders, and set C represents TPEs unique to the jobs of Single Subject Teaching Credential holders. Sets A through C are expected to include TPEs related to the teaching of English language learners (i.e., students whose primary language is other than English) and other students with special needs.

Sets D through G represent TPEs that are common to all teaching by preliminary (Level I) teaching credential candidates of a specific subject (indicated in parentheses), regardless of grade level. Sets H through K represent TPEs that are

Table 1
Theoretically Possible Sets of Teaching Performance Expectations

Sets of TPEs	Credential Type*				
	MS	SS Math	SS Soc Sci	SS Science	SS English
Common to all jobs, regardless of grade and subject area	A	A	A	A	A
Unique to MS jobs, regardless of grade and subject area	B				
Unique to SS jobs, regardless of grade and subject area		C	C	C	C
Pedagogy Specific to Subject:					
Common to all teaching of [grades] regardless of grade	D (M) E (Soc Sci) F (Sci) G (Lang Arts)	D	E	F	G
Pedagogy Specific to Grade-Level Cluster:					
Common to all teaching of [grades] regardless of subject area	H (K-2) I (3-5) J (6-8)	J K (9-12)	J K	J K	J K
Pedagogy Specific to Subject and Grade-Level Cluster:					
Math, K-2	L				
Math, 3-5	M				
Math, 6-8	N	N			
Math, 9-12		O			
Soc Sci, K-2	P				
Soc Sci, 3-5	Q				
Soc Sci, 6-8	R		R		
Soc Sci, 9-12			S		
Sci, K-2	T				
Sci, 3-5	U				
Sci, 6-8	V			V	
Sci, 9-12				W	
Lang Arts, K-2	X				

Lang Arts, 3-5	Y				
Lang Arts 6-8	Z				Z
Lang Arts 9-12					AA

* MS=Multiple Subject; SS=Single Subject.

common to all teaching of specific grade-level clusters (indicated in parentheses), regardless of subject area. The remaining sets in the table represent potential sets of TPEs uniquely related to the teaching of a specific subject at a specific grade-level cluster (e.g., teaching mathematics to students in grades 6-8).

The existence of each potential set of TPEs in Table 1, and the number and nature of the TPEs in each set, are empirical questions that will be resolved based on the results of the job analysis and validity study. In addition, within sets D through G, J, N, R, V, and Z, there may be differences in the depth and/or breadth of the TPEs for Multiple Subject and Single Subject credentials. Table 1 is staff's *initial* attempt to identify the types of TPEs and to represent the concept of common and unique TPEs depending on subject matter and grade level.

Each TPE will be formulated in such a way that evidence about a credential candidate's level of proficiency with respect to the TPE can be reliably and validly collected and evaluated by trained assessors as part of a teaching performance assessment. The TPEs will be reasonable and realistic in terms of their scope and in relation to preliminary (Level I) teaching credential candidates' opportunities to learn. The TPEs will be supported by a job analysis and a validity study, aligned with the *California Standards for the Teaching Profession*, congruent with the K-12 Student Content Standards adopted by the California State Board of Education, and consistent with the Assessment Quality Standards that will be adopted by the Commission.

The CFASST Descriptions of Practice

The Commission and the Department of Education have sponsored work, based on the CSTP, that has yielded something akin to what the Commission staff expects TPEs to look like. The California Formative Assessment and Support System for Teachers (CFASST) is a model formative assessment process for the state's Beginning Teacher Support and Assessment (BTSA) programs. These state-funded programs are designed and implemented at local education agencies to extend the professional preparation and support the professional development of first- and second-year teachers in California public schools. The CFASST includes a set of "Descriptions of Practice" that describe levels of teacher performance for each of the elements of the six *California Standards for the Teaching Profession*. A sample Description of Practice is provided on the next three pages. It describes levels of performance on "Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful," which is an element of the standard "Engaging and supporting all students in learning."

The Description of Practice has four levels. The first level is considered unacceptable and must be addressed immediately because the behavior or ability is presenting a harmful or inappropriate situation for students. The second and third levels describe inconsistent but appropriate practice, and the final level describes practice that meets the standard language in the CSTP.

STANDARD 1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

- 1•1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1•2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1•3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1•5 Promoting self-directed, reflective learning for all students

1•4 ENGAGING STUDENTS IN PROBLEM SOLVING, CRITICAL THINKING, AND OTHER ACTIVITIES THAT MAKE SUBJECT MATTER MEANINGFUL

DESCRIPTION

This element refers to the teacher's ability to encourage students to

solving and critical thinking, although the forms may differ. For example, after completing a section

independently, creatively, and/or critically in order to solve problems. Although low-level cognitive processes (e.g., memorizing vocabulary in a new language or learning to identify subjects and verbs in sentences) are important, much content, particularly when it involves conceptual understanding, is only learned through the active mental engagement (in other words, the independent, creative, and critical thinking) of the students. The teacher must build on basic knowledge and skills to enable students to think critically and to apply their thinking to solving problems.

Teachers use many instructional techniques to encourage students to engage in problem solving and critical thinking. These include such methods as asking open-ended questions, allowing students adequate time to think about their answers to questions, providing opportunities to collect and interpret data, and assigning activities that include more than one method of approaching or completing the work. Many opportunities for students to think critically or to solve problems arise spontaneously in teaching, as when teachers ask students for their opinions or for alternative explanations.

Every subject area provides opportunities for problem

on different cultures, a social studies teacher may invite students to design and create a new culture with cultural norms and artifacts. Another example is a fifth-grade teacher who assigns students to create a new literary character who would get along with a character in a familiar book. This is in contrast to teaching that focuses primarily on memorizing facts and closely following prescribed procedures.

When the content being studied involves primarily physical skills, as in physical education, critical thinking and problem solving may involve recognizing the possible uses of skills learned, integrating skills, or considering how to strategically improve skills. Similarly, in performance classes, such as drama, critical thinking and problem solving may involve integrating different performance skills or understanding the relationship between skills or techniques and the performance as a whole.

As teachers gain skill, they frequently design lessons or activities that encourage students to use their knowledge and skills to pose and solve problems or to think creatively, as when students are asked to measure the perimeter of an irregular shape, to consider questions such as why leaves turn brown in the fall, or to offer constructive criticism of their own or each other's work or performance.

DESCRIPTION OF PRACTICE	FOR ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING			
	ELEMENT	PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS	DEVELOPING BEGINNING PRACTICE	MATURING BEGINNING PRACTICE
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.

Staff believes that the Descriptions of Practice could serve as a model for the TPEs, and expects that the Descriptions of Practice will be useful in developing the levels of proficiency for the TPEs. It is important to note, however, that (a) the

Descriptions of Practice are designed for teachers that have successfully completed a professional preparation program and hold a teaching credential, (b) there are no "unique" Descriptions of Practice related to specific credentials or to specific teaching situations, (c) the Descriptions of Practice have not been rigorously validated, and (d) CFASST was developed strictly for formative uses, so the Descriptions of Practice are primarily designed to guide a new teacher's subsequent learning activities. In contrast, the TPEs (a) will be applicable to preliminary (Level I) teaching credential candidates who are just completing their Level I professional preparation, (b) are expected to include unique expectations related to specific credentials or to specific teaching situations, (c) will be supported by a job analysis and a validity study, and aligned with the K-12 student content standards, and (d) will serve as the bases for summative decisions about candidate's applications for preliminary (Level I) teaching credentials.

Part 2

Background Information Related to the Review and Potential Revision of the Content Specifications for the MSAT

California Education Code Section 44281 requires the Commission to administer subject matter examinations for the purpose of assuring minimum levels of subject matter knowledge for teachers. Additionally, Section 44282(b) states:

A general subject matter examination authorizing teaching multiple subjects shall include an examination of the candidate's knowledge of the following areas: language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development.

The Commission has used the Multiple Subjects Assessment for Teachers (MSAT) since 1992 to satisfy this provision of the law. Passage of the MSAT is an optional way that candidates for Multiple Subject Teaching Credentials can demonstrate subject matter competence. The other way candidates can meet the subject matter requirement is by completing a subject matter program at a college or university. The Commission approves such programs on the basis of program standards adopted in 1988.

Senate Bill 2042, briefly discussed above, requires that the Commission's subject matter examinations, including the MSAT, be consistent with recently adopted state content standards for K-12 students. The State Board of Education has adopted new expectations for the specific academic knowledge, skills, and abilities that all K-12 students in California are expected to learn in each grade level. These new K-12 student content standards have been adopted in four core curricular areas: reading/language arts, mathematics, history/social science, and science. Because the purpose of the MSAT is to assure that Multiple Subject Teaching Credential candidates have sufficient subject matter competence to adequately perform their teaching jobs, the MSAT must be congruent with the state's current subject matter expectations for students; that is, teachers must have enough subject matter knowledge so that their students can meet the student content standards. It is for this purpose that the Commission plans to review and revise, as necessary, the MSAT content specifications, as well as the elementary subject matter program standards.

Part 3

Participants in the Proposed Work Other Than the Proposed Contractor

The Commission and the contractor will be assisted in the development of teaching performance expectations and the review and potential revision of the MSAT content specifications by several advisory groups and one other contractor. Each is described below.

The Advisory Panel for the Development of Teacher Preparation Standards (SB 2042 Advisory Panel)

To guide in the implementation of the structural changes in teacher credentialing required by SB 2042, the Commission last year appointed an Advisory Panel for the Development of Teacher Preparation Standards (SB 2042 Advisory Panel) that will develop new accreditation standards for teacher preparation programs. In April 1998, the Commission's Executive Director distributed invitations throughout California to nominate individuals to serve on the panel. The Commission received nomination materials from over 200 California educators. Following a careful review of each nominee's qualifications by the Commission's staff, the Executive Director appointed 26 panel members, all of whom accepted.

In addition, the Executive Director appointed liaisons to the SB 2042 Advisory Panel from the following four organizations: the California School Boards Association, the California State Board of Education, the California State Congress of Parents and Teachers, and the California Community Colleges.

The SB 2042 Advisory Panel serves as the Commission's primary experts and advisors in the area of teacher preparation and assessment. The contractor and Commission staff will work closely with the panel in the development of the teaching performance expectations.

The Elementary Subject Matter Task Force (ESM Task Force)

Commission staff is in the process of selecting members of an Elementary Subject Matter (ESM) Task Force. This task force will consist of approximately twenty California educators with expertise in the subject areas in which Multiple Subject Teaching Credential candidates should have competence: mathematics, reading/language arts, social science, history, science, physical education, the visual and performing arts, and human development. It will include teachers, curriculum specialists,

subject matter faculty, and teacher educators.

The ESM Task Force will serve as the Commission's primary subject matter experts and advisors in relation to the subject matter requirements for Multiple Subject Teaching Credential candidates. The task force will concurrently review and, if necessary, revise both the MSAT content specifications (with the assistance of the contractor) and the subject matter program standards (partially on the basis of an MSAT-related job analysis and the potentially revised MSAT content specifications). The contractor and Commission staff will work closely with the task force in the review and potential revision of the MSAT content specifications.

The Assessment Task Force

Commission staff has selected members of an Assessment Task Force. The task force consists of nine California educators with expertise and experience in educational measurement and assessment. It includes two members of the SB 2042 Advisory Panel. The Task Force will be asked to provide expert advice about measurement and assessment issues throughout the project in relation to the job analyses, validity studies, and the teaching performance expectations. In addition, the Assessment Task Force is expected to draft for the SB 2042 Advisory Panel "Assessment Quality Standards," which, when adopted by the Commission, will be the basis for evaluating the quality of all SB 2042 teaching performance assessments, both those developed by professional preparation programs and the assessment developed by the Commission.

The Proficiency Levels Task Force

Commission staff will select California educators to serve on a Proficiency Levels Task Force. Staff will select individuals who (a) spend much of their time working with and evaluating preliminary (Level I) teaching credential candidates and beginning teachers, and/or (b) have experience writing descriptions of different levels of teaching proficiency. The task force will draft five descriptions of the levels of proficiency that will be part of each teaching performance expectation.

The Bias Review Committee

Commission staff will select members of a Bias Review Committee. This committee will include 12-15 California educators from diverse ethnic, cultural, and gender backgrounds. The contractor will train the Bias Review Committee to review materials of the type being developed in this project for the purpose of detecting and eliminating potential bias or offensiveness. Once trained, the Bias Review Committee will review the teaching performance expectations and the MSAT content specifications, in different points in their development. The contractor will facilitate these reviews and present the Bias Review Committee's findings to the SB 2042 Advisory Panel and the ESM Task Force, respectively.

"Contractor #2"

The teaching performance assessments required by SB 2042 must by law be aligned with the *California Standards for the Teaching Profession* (CSTP) and congruent with the K-12 Student Content and Performance Standard. In addition, the assessments should be consistent with the Assessment Quality Standards that will be adopted by the Commission and used to evaluate all teaching performance assessments. Similarly, the MSAT content specifications must be (a) congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education and (b) aligned with the CSTP.

In October 1998, the Commission authorized the Executive Director to release a second Request for Proposals to select a contractor that will *independently* analyze the evolving teaching performance expectations and MSAT content specifications at two points in the process and report on the extent to which they meet the criteria described above. The results of these analyses will be used by the SB 2042 Advisory Panel and the ESM Task Force to make modifications to the teaching performance expectations and MSAT content specifications, respectively, as necessary to assure that they are consistent with the above-mentioned policies.

Part 4 Summary of the Proposal Solicitation Process

This part of the report summarizes the contents and distribution of the *Request for Proposals for (a) Development of Teaching Performance Expectations for California Preliminary (Level I) Teaching Credential Candidates, and (b) Review and Potential Revision of the Specifications for the Multiple Subjects Assessment for Teachers (MSAT)* and identifies the bidders from whom proposals were received. Part 5 describes the proposal review process and results.

The Request for Proposals

Following the Commission's review in October 1998 of the *Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042* the Executive Director in November released the *Request for Proposals for (a) Development of Teaching Performance Expectations for California Preliminary (Level I) Teaching Credential Candidates, and (b) Review and Potential Revision of the Specifications for the Multiple Subjects Assessment for Teachers (MSAT)*. The RFP asked bidders to provide detailed plans for completing the scope of work described in the RFP, and evidence of their capacity to perform effectively. The RFP included background information about the teaching performance assessments and the MSAT, contractual information and requirements, proposal requirements, a description of the proposal review process including the evaluation criteria, several appendices, and descriptions of the two scopes of work summarized below.

Scope of Work Related to the Development of Teaching Performance Expectations for California Preliminary (Level I)

Teaching Credential Candidates

The RFP described the purpose of the work related to the development of teaching performance expectations (TPEs) for preliminary (Level I) teaching credential candidates, and the four major tasks that the Commission expects the contractor, working closely with the SB 2042 Advisory Panel, Commission staff, and others, to implement for this purpose. The tasks are:

- Implement a job analysis of the pedagogical tasks, knowledge, and abilities needed by teachers
- Develop preliminary teaching performance expectations
- Implement a validity study of the preliminary teaching performance expectations
- Develop final teaching performance expectations

Each of these tasks was described in detail in the RFP and is summarized in Part 6 of this report.

Scope of Work Related to the Review and Potential Revision of the Content Specifications for the MSAT

The purpose of this part of the scope of work is the review and potential revision of the current MSAT content specifications. The specifications may need to be updated to make them consistent with changes in the curriculum and subject-matter-related job requirements of teachers in elementary and middle/junior high schools in California. The MSAT content specifications must be congruent with the K-12 Student Content Standards adopted by the California State Board of Education.

To accomplish this purpose, four tasks that the contractor, working closely with the Elementary Subject Matter (ESM) Task Force, Commission staff, and others, would be expected to perform were delineated in the RFP. The tasks are:

- Implement a job analysis of the subject matter tasks, knowledge, and abilities needed by self-contained-classroom teachers
- Develop preliminary MSAT content specifications
- Implement a validity study of the preliminary MSAT content specifications
- Develop final MSAT content specifications

Each of these tasks was described in detail in the RFP and is summarized in Part 6 of this report.

Release and Distribution of the RFP

On November 25, 1998, the RFP was mailed to 50 potential bidders across the nation. In the distribution process, the Executive Director mailed the RFP to every firm and every individual who (a) has done assessment work in the field of teacher certification of which Commission staff is aware, (b) has expressed an interest in receiving RFPs from the Commission, or (c) was recommended by SB 2042 Advisory Panel members, Commissioners, or staff. In addition, the RFP was advertised on the Electronic California State Contracts Register (ECSCR) and with a RFP clearinghouse known as BidNet. The RFP was also mailed to all Commissioners and to all members of the Commission's SB 2042 Advisory Panel. Three additional RFPs were sent to potential bidders who learned about it after it was released.

The RFP indicated that proposals were due at the Commission office by 12:00 noon on January 8, 1999. Potential bidders were encouraged to submit a Notice of Intent to Bid and substantive questions about the RFP or contract to the Commission. (Potential bidders were informed that submission of a Notice of Intent to Bid did not obligate a potential bidder to submit a proposal, nor did lack of a Notice of Intent to Bid proscribe a potential bidder from submitting a proposal.) Notices of Intent to Bid were received from four firms, and substantive questions were received from two firms, one of which subsequently submitted a proposal.

Proposals Received in Response to the RFP

One proposal was delivered to the Commission in response to the RFP. Its sponsor was Educational Testing Service (ETS). After 12:00 noon on January 8, the proposal review process began, as described below.

Part 5 The Proposal Review Process and Results

The proposal from ETS submitted in response to the RFP was reviewed in four stages as described in the RFP and below. The proposal review process was conducted according to guidelines established in the *State Administrative Manual* and the *State Contracting Manual* for conducting competitive bidding procedures. An 11-member Proposal Review Team played the major role in the evaluation and scoring of the proposal.

The Proposal Review Team

The Proposal Review Team was comprised of individuals with various areas of expertise so each team member's unique perceptions would complement those of other team members. No team member was expected to be an "expert" in all areas to be evaluated, nor was the outcome of the proposal review process unduly influenced by any one person or point of view. As required by the *State Administrative Manual*, the majority of the review team were members of the Commission's staff. The team also included two members of the Commission's SB 2042 Advisory Panel and a member of the Commission's prior Elementary Subject Matter Assessment Advisory Panel, which was involved in the original development of the MSAT. The eleven individuals who served on the Proposal Review Team are listed below:

- Michael Aiello
Teacher, San Luis Obispo High School
San Luis Obispo, California
SB 2042 Advisory Panel member
- Bethany Brunsman
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Bob Carlson
Administrator, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Amy Jackson
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Judith Jacobs
Director, Center for Education and Equity in Mathematics, Science, and
Technology
California State Polytechnic University, Pomona
Member of the Commission's prior Elementary Subject Matter Assessment
Advisory Panel
- Terry Janicki
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Jeannie Oakes
Associate Dean
Graduate School of Education and Information Studies
University of California, Los Angeles
SB 2042 Advisory Panel member
- Joe Radding
Director, Information Technology and Support Management Division
California Commission on Teacher Credentialing
- Mary Vixie Sandy
Consultant, Programs and Research
Professional Services Division
California Commission on Teacher Credentialing
Consultant to the SB 2042 Advisory Panel
- Marie Schrup
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
Consultant to the SB 2042 Advisory Panel
- David Wright
Director, Office of Policy and Programs
California Commission on Teacher Credentialing

The Proposal Review Process

Proposal Review Stage 1

The first stage of the review focused on the compliance of the bidder with the legal and format requirements specified in the RFP as "Proposal Evaluation Criteria: Part I." These criteria are reproduced as Table 2 below. To be considered responsive to the RFP, a proposal had to conform to these requirements. Dr. Carlson reviewed the ETS proposal and determined that it met the requirements described in Table 2.

Table 2

Proposal Evaluation Criteria: Part I

- Yes _____ No _____ Proposal was received at or before 12:00 noon on January 8, 1999, at the offices of the California Commission on Teacher Credentialing.
- Yes _____ No _____ Sixteen complete copies of the proposal were received.
- Yes _____ No _____ The cover page of the proposal identifies the bidder and includes a statement, with an appropriate signature, that the proposal is an authorized request for a contract with the Commission.

As described in Part 7 of the RFP, the proposal has the following required elements, each organized as required and with the required information:

- Yes _____ No _____ A Cover Page
- Yes _____ No _____ A Table of Contents
- Yes _____ No _____ An Introduction
- Yes _____ No _____ Section 1: Statement of Work: Development of Teaching Performance Expectations
- Yes _____ No _____ Section 2: Statement of Work: Review and Potential Revision of the Content Specifications for the MSAT
- Yes _____ No _____ Section 3: Project Schedules
- Yes _____ No _____ Section 4: Bidder Capability
- Yes _____ No _____ Section 5: Project Costs and Small Business Preference
- Yes _____ No _____ Section 6: Technical Information
-

Proposal Review Stage 2

The second stage of the proposal review process consisted of independent reviews of the proposal by members of the Proposal Review Team. This portion of the review was based on the "Proposal Evaluation Criteria: Part II" specified in the RFP and reproduced as Table 3 on the following two pages. This stage began on January 8, 1999, with an orientation and training meeting of the Proposal Review Team. Team members came to this meeting having read the RFP and the substantive questions (with staff responses) submitted by prospective bidders. At the orientation and training meeting, the following topics were addressed:

- Overview of the RFP
- Overview of the Proposal Review Process
- Description of Stage 2 of the Proposal Review Process
- Discussion of the Proposal Evaluation Criteria

Team members received a written overview of the proposal review process, a written description of Stage 2, a table designed to encourage team members to use the full range of points available when assigning scores to a proposal, and a copy of the ETS proposal. In addition, team members were given a Proposal Review Documentation Form. For each evaluation criterion in Table 2, the Proposal Review Documentation Form had space for recording an initial score and any notes, questions, or concerns a team member might have about the bidder's response. Following the January 8 orientation and training meeting, Proposal Review Team members independently read and awarded initial scores to the proposal.

Proposal Review Stage 3

Stage 3 of the proposal review process took place in Sacramento on January 14, 1999. The Proposal Review Team met to share and discuss the results of their independent reading and initial scoring of the ETS proposal. At the meeting, each team member reported his or her initial score for the proposal. This was followed by a discussion of the strengths and weaknesses of the proposal and a decision to ask ETS representatives to come to Sacramento for an interview, as described in the RFP. A list of discussion topics for the interview was developed and faxed to ETS.

Proposal Review Stage 4

The final stage of the proposal review process consisted of a two-hour interview with the sponsors of the ETS proposal followed by Proposal Review Team discussion and final scoring. Due to severe weather on the east coast, the interview took place via a conference call. Team members Aiello, Jacobs, and Oakes were unable to participate in the interview. Following the interview, team members discussed the results of the interview and assigned final scores to the ETS proposal. The final scores were summed and the average final score was computed.

Table 3
Proposal Evaluation Criteria: Part II
Criteria for the Evaluation of Proposals

	Maximum Score
(1) Presentation. The proposal is clearly written, to the point, and well-organized. Ideas are presented logically and all requested information is presented skillfully without redundancy.	20
(2) Plan for the Development of Teaching Performance Expectations. The proposal provides a feasible, complete, and both technically and legally defensible plan for the development of valid teaching performance expectations as described in Part 2 of the RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The bidder offers a detailed plan for addressing (a) common and unique TPEs, (b) cognitive/intellectual aspects as well as behavioral aspects of teaching, and (c) current and anticipated job requirements. The bidder's plan will make TPEs for local assessments as well as TPEs for a state-level assessment eligible for consideration. The proposal presents clear evidence that the bidder will provide high quality products and services.	95
• Task One (Job Analysis) 35	
• Task Two (Preliminary TPEs) 20	
• Task Three (Validity Study) 25	
• Task Four (Final TPEs) 15	
(3) Plan for the Review and Potential Revision of the MSAT Content Specifications. The proposal provides a feasible, complete, and both technically and legally defensible plan for the review and potential revision of the MSAT content specifications as described in Part 3 of the RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The proposal presents clear evidence that the bidder will provide high quality products and services.	70
• Task One (Job Analysis) 25	
• Task Two (Preliminary Specifications) 15	
• Task Three (Validity Study) 20	
• Task Four (Final Specifications) 10	
(4) Project Schedule. The proposal includes a well-organized, properly sequenced, and feasible project schedule that (a) efficiently integrates the development of teaching performance expectations and the review and potential revision of the MSAT content specifications and (b) meets the target dates specified in Part 4 of this RFP.	20
(5) Bidder Capability. The proposal demonstrates that the bidder has (a) significant experience and competence in job analyses, validity studies of proposed test/assessment content, test/assessment validation, and/or similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they, too, have the experience, resources, and expertise to provide the products and services for which they would be responsible. The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.	50
• Bidder experience 10	
• Bidder resources 15	
• Sound, feasible organizational plan 10	

- (6) Project Costs. The costs proposed by the bidder are reasonable in relation to the products and services to be provided and competitive in relation to the costs proposed by other bidders. 95
- Costs for development of TPEs 55
 - Costs for review/revision of MSAT specifications 40

Maximum Possible Score

350

Results of the Proposal Review Process

The average final score for the ETS proposal was 261 (75% of the total possible score of 350). Members of the Proposal Review Team who participated in the interview with ETS representatives agreed to recommend to the Commission that the contract be awarded to ETS.

Part 6 Status of the Potential Contract With ETS at the Time Of Writing This Report and the Importance of Initiating Work as Soon as Possible

During the proposal review process, an unanticipated contracting issue surfaced that, at the time this report was written, had not been resolved. The issue relates to an indemnification clause that is printed on the back of the state's Standard Agreement form (STD. 2; signed by all state contractors) and that was included in the RFP. Had this issue not come up, staff would have recommended in this report that the Commission authorize the Executive Director to enter into a contract with ETS, the major features of which are described in Part 7 of this report. A potential outcome of the pending issue, however, is that the ETS proposal will be deemed nonresponsive, thereby nullifying the competitive bidding process (because ETS was the only bidder). The issue must be resolved before the Commission can award a contract to ETS. At the time this report was written, the parties were working to resolve the issue.

On February 4, when the Commission will consider this report, staff expects to have a resolution to the pending issue and a recommendation on how to proceed to accomplish the planned work as responsibly as possible without delay. One potential recommendation is that the Commission award a contract as described in Part 7 below to ETS as a result of the competitive bidding process. If that recommendation cannot be made due to the outcome of the pending issue, other potential recommendations are (a) that the Commission enter into a sole-source contract with ETS for *all* of the work described in Part 7 of this report and (b) that the Commission enter into a sole-source contract with ETS for *part* of the work described in Part 7 of this report and release one or more RFPs for the balance of the work. Staff will carefully evaluate these, and other, options before the Commission's February meeting and will be prepared to discuss them.

A key factor in staff's evaluation of various options will be the importance of initiating the work *as soon as possible*. This work provides the necessary research base supporting the validity and legal defensibility of both the locally-developed and Commission-developed teaching performance assessments, as well as the new standards for professional preparation to be developed by the Commission's SB 2042 Advisory Panel. The first major task will be a job analysis of the pedagogical tasks, knowledge, and abilities that are important for successful teaching in California's K-12 public schools. This will involve a survey of several thousand teachers, administrators, and teacher educators. If a contractor, the SB 2042 Advisory Panel, and Commission staff can begin working on this task in February, the surveys can be distributed and collected before many teachers, administrators, and teacher educators take a summer break. This would allow for preliminary teaching performance expectations to be completed by December 1999 and a validity study (which will also involve statewide surveys) to be conducted in January and February 2000.

If work cannot begin on the job analysis until after February, the job analysis surveys could not be distributed and collected until the fall of 1999, after the summer break. Preliminary teaching performance expectations would not be completed until approximately May 2000. The next step, the validity study, could not be done in June, the following month, because of the summer break. The validity study could not be conducted until the fall of 2000, causing a further delay.

Failure to start the work in February will cause delays in progress due to *two* summer breaks. This would prolong the development of final teaching performance expectations by nine months or more. This would also cause similar significant delays in (a) the development and implementation of the teaching performance assessments, (b) the development of standards for professional preparation programs, (c) the review and potential revision of the MSAT content specifications, and (d) the review and potential revision of the elementary subject matter program standards.

Major Features of the Planned Work and the Potential ETS Contract

This part of the report summarizes the major features of the planned work and the potential contract with ETS. The work involves four major tasks for both the development of teaching performance expectations and the review and potential revision of the MSAT content specifications. Each task is summarized below, following specific information about the potential contract.

Contract Specifics

- Contract Number TCC-8030
- Contractor Educational Testing Service
- Contracting Period Upon approval by the Department of General Services and until August 31, 2000
- Purpose of Contract (a) Development of teaching performance expectations for California preliminary (level I) teaching credential candidates, and (b) review and potential revision of the content specifications for the Multiple Subjects Assessment for Teachers (MSAT)
- Method of Procurement Request for Proposals
- Total Contract Amount \$958,165
- Source of Funding The Commission's 1998-99 budget, as a result of a one-time augmentation pursuant to the May revise of 1998

Task One: Implement Job Analyses

To be valid and legally defensible, the SB 2042-mandated teaching performance assessments must assess pedagogical tasks, knowledge, and abilities (TKAs) that are important for successful teaching in California's K-12 public schools. This requirement applies to the teaching performance assessment to be developed by the Commission, and to any program-developed assessments that are approved by the Commission. For each assessment to be valid, it must be based on the requirements of teaching jobs, including requirements that were shown to be in effect when the assessment was developed, and requirements that can reasonably be expected to be in effect within a few years after the assessment is implemented.

Similarly, to continue to be valid and legally defensible, the MSAT must assess subject matter tasks, knowledge, and abilities (TKAs) that are important for successful teaching in self-contained classrooms. For the MSAT to be valid, it must be based on the requirements of teaching jobs, including requirements that were shown to be in effect when the content specifications are reviewed and potentially revised, and requirements that can reasonably be expected to be in effect within a few years after they are reviewed. These requirements may have recently changed with the adoption of student content standards and may continue to change as the new standards are implemented and new student assessments are developed and administered.

Thus, the initial major task of ETS will be to implement job analyses of (a) the pedagogical requirements of teaching and (b) the subject matter requirements needed by self-contained-classroom teachers. In relation to the former, the contractor will work closely with the SB 2042 Advisory Panel, the Assessment Task Force, and Commission staff. For the job analysis of the subject matter requirements needed by self-contained-classroom teachers, the contractor will work closely with the Elementary Subject Matter Task Force, the Assessment Task Force, and Commission staff.

The results of the job analysis of the pedagogical requirements of teaching will be one basis for the development of the TPEs. The job analysis will define the pedagogical tasks, knowledge, and abilities needed by teachers at various grade levels, of various subjects, and of English language learners. The TPEs will be developed from the subset of TKAs that are needed by candidates for preliminary (Level I) teaching credentials, and will define expected levels of proficiency on those TKAs by preliminary credential candidates. That is, the job analysis will identify the TKAs needed by on-the-job teachers; the TPEs will define the TKAs, and their associated levels of proficiency, needed by candidates for entry-level preliminary (Level I) teaching credentials.

The results of the job analysis of the subject matter requirements needed by self-contained-classroom teachers will be used to evaluate the appropriateness of the current MSAT content specifications and to revise them if necessary. The job analysis will define the subject matter tasks, knowledge, and abilities needed by self-contained-classroom teachers at various grade levels. The MSAT content specifications must be based on the subset of TKAs that are needed by candidates for preliminary (Level I) Multiple Subject Teaching Credentials. That is, the job analysis will define the TKAs needed by on-the-job teachers; the MSAT content specifications will define the TKAs needed by candidates for entry-level preliminary (Level I) Multiple Subject Teaching Credentials.

The implementation of the job analyses will involve the following activities.

Develop an Inventory of Pedagogical TKAs and an Inventory of Subject-Matter TKAs

The initial activity in the implementation of the job analyses will be the creation of two inventories: an inventory of pedagogical TKAs thought to be important for teaching, and an inventory of subject matter TKAs thought to be important for teaching in self-contained classrooms. The inventory of pedagogical TKAs is expected to include both (a) *common* TKAs thought to be important for all teachers regardless of their grade levels or subjects taught, and (b) *unique* TKAs thought to be important for teachers at specific grade-level clusters (e.g., K-2, 3-5, 6-8, and 9-12), or for teachers of specific subjects (i.e., mathematics, language arts, history and social science, and science). Refer to Table 1 on page 12. The inventory will incorporate TKAs that may be measurable in either locally-administered or centrally-administered assessments, and will give appropriate attention to intellectual and cognitive aspects as well as behavioral aspects of teaching. In addition, the inventory is expected to include TKAs thought to be important when the inventory is developed as well as TKAs thought likely to be important within a few years after the teaching performance assessment is implemented.

The inventory of subject matter TKAs thought to be important for teaching in self-contained classrooms will include TKAs related to content knowledge, as well as TKAs related to candidate competence in analyzing, interpreting, and using content to solve problems and resolve open-ended questions that are content-based. The inventory is expected to include TKAs thought to be important when the inventory is developed as well as TKAs thought likely to be important within a few years after the MSAT content specifications are reviewed and potentially revised.

ETS will develop the inventories based on the following:

- the *California Standards for the Teaching Profession*;
- the California Formative Assessment and Support System for Teachers (CFASST) Descriptions of Practice;
- the Beginning Teacher Support and Assessment (BTSA) Program Developmental Scales;
- the Santa Cruz/California New Teacher Project (CNTP) Continuum;
- the current MSAT content specifications and *Standards of Quality and Effectiveness for Elementary Subject Matter Programs*;
- the California K-12 Student Content and Performance Standards in mathematics, reading/language arts, history/social science, and science;
- the knowledge and skill areas assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations;
- the content specifications for the Reading Instruction Competence Assessment (RICA);³
- additional relevant literature (e.g., national standards, research);
- observations of and interviews with practicing teachers in California at several grade levels and in several subject areas, including teachers of English language learners;
- interviews with other California education professionals (e.g., teacher educators, school board members, school district curriculum leaders) knowledgeable about the pedagogical and/or subject matter tasks, knowledge, and abilities needed by teachers now and those needed in the future; and
- discussions with the SB 2042 Advisory Panel and the Elementary Subject Matter Task Force.

³The purpose of reviewing the RICA content specifications is to avoid unnecessary overlap between the TKAs already assessed on the RICA and those included in the job analysis inventories and, eventually, in the teaching performance expectations and the MSAT content specifications.

Select Recipients of the Job Analysis Surveys

The job analyses will include statewide reviews of the TKAs in the inventories via surveys of classroom teachers, school administrators, and teacher educators (including subject matter faculty). Recipients of the job analysis surveys will include teachers in both urban and rural schools, teachers of English language learners and other students with special needs, and African American, Asian American, and Latino teachers.

ETS will develop job analysis sampling plans in consultation with the Assessment Task Force and Commission staff. It is expected that approximately 7,000 California educators will receive job analysis surveys related to the pedagogical TKAs, and approximately 4,000 will receive job analysis surveys related to the subject matter TKAs.

Develop the Job Analysis Surveys

ETS will develop surveys to be used for the statewide review of the TKAs in the inventories. The surveys will include elements such as a cover letter, information about the purpose of the survey, the appropriate inventory of TKAs, rating scales and directions, demographic questions, and a response form.

For the job analysis of the pedagogical TKAs needed by teachers, the surveys will be designed to collect judgments about (a) the importance of each TKA for successful teaching in California and (b) the level of proficiency on each TKA that can reasonably be expected of teachers at different points in their professional development, including when receiving their preliminary (Level I) teaching credentials. The judgments in relation to (a) above would be used to identify TKAs important for successful teaching. The judgments in relation to (b) above would be used to identify the subset of the important TKAs that preliminary (Level I) teaching credential candidates can reasonably be expected to know or be able to do. These results would be used to develop preliminary TPEs.

For the job analysis of the subject matter TKAs needed by self-contained-classroom teachers, the surveys will be designed to collect judgments about (a) the importance of each TKA for successful teaching in self-contained classrooms and (b) whether or not preliminary (Level I) Multiple Subject Teaching Credential candidates should know or be able to do each TKA. The judgments in relation to (a) above will be used to identify TKAs important for successful teaching in self-contained classrooms. The judgments in relation to (b) above will be used to identify TKAs eligible for inclusion in the MSAT content specifications. In addition, the results may be used by the ESM Task Force and others in the review and potential revision of the elementary subject matter program standards.

ETS will pilot-test the surveys on samples of California educators before finalizing them. ETS will develop the final job analysis questions and rating scales in consultation with the Assessment Task Force and Commission staff.

Distribute the Job Analysis Surveys and Collect the Completed Surveys

ETS will distribute the job analysis surveys to the selected recipients. The materials will include postage-paid return envelopes that recipients can use to return their completed surveys to ETS. Reminder postcards will be sent to all survey recipients approximately two weeks following the mailing of the surveys.

Analyze and Summarize the Job Analysis Results and Present the Results to the SB 2042 Advisory Panel and to the Elementary Subject Matter Task Force

ETS will analyze and summarize all job analysis results. The data analysis plans will be developed in consultation with the Assessment Task Force and Commission staff. Summaries of the job analysis results will be formatted to facilitate the SB 2042 Advisory Panel's and the Elementary Subject Matter Task Force's review of the results. ETS will present the appropriate job analysis results to the SB 2042 Advisory Panel and to the Elementary Subject Matter Task Force. The results will be used by ETS and Commission staff to stimulate a SB 2042 Advisory Panel discussion about how the job analysis results will be used to develop preliminary TPEs and a Elementary Subject Matter Task Force discussion about the need for revising the current MSAT content specifications.

Task Two: Develop Preliminary Teaching Performance Expectations and MSAT Content Specifications

ETS's second major task will be to develop preliminary TPEs and preliminary MSAT content specifications based on the results of the job analyses.⁴ This task will involve the following activities.

⁴ The description of Tasks Two, Three, Four, and their associated activities, assume that the current MSAT content specifications will need to be revised based on the results of the job analysis (Task One). This determination will be made by Commission staff, in consultation with the ESM Task Force and ETS, following the job analysis. If it is decided that the current content specifications do not need revision based on the job analysis, then the current content specifications would go through the reviews described in Task Two (i.e., analysis by contractor #2, review by the Bias Review Committee), Task Three (i.e., validity study), and Task Four (i.e., analysis by contractor #2, review by the Bias Review Committee). Appropriate revisions could be made at any step in this process

Create Drafts 1 and 2 of the Preliminary TPEs and MSAT Content Specifications

The initial activity in the development of preliminary TPEs and preliminary MSAT content specifications will be the creation of the first two drafts. After summarizing and analyzing the job analysis results, the contractor will use the job analysis results to create draft 1 of the preliminary TPEs and draft 1 of the preliminary MSAT content specifications.

Preliminary Teaching Performance Expectations

In the development of the preliminary TPEs, ETS will first identify TKAs, both common and unique, (a) that have sufficiently high importance ratings for on-the-job teachers, (b) that preliminary (Level I) teaching credential candidates should know or be able to do, and (c) for which candidate performance data could be collected and evaluated in a locally-administered or centrally-administered teaching performance assessment. In consultation with Commission staff, ETS will combine and/or group those TKAs as appropriate into teaching performance expectations.

For each TPE, ETS will facilitate the work of the Proficiency Levels Task Force to develop draft descriptions of levels of proficiency in relation to the TKA(s) included in the TPE. These levels of proficiency are expected to include (a) descriptions of two levels below that expected of a preliminary (Level I) teaching credential candidate, (b) a description of the level expected of a preliminary (Level I) teaching credential candidate, and (c) descriptions of two levels above that expected of a preliminary (Level I) teaching credential candidate. The qualitative difference between each pair of contiguous levels of proficiency will be as equal as possible, large enough to allow reliable and meaningful distinctions, and small enough to allow for variation in performance levels among candidates.

A key consideration during the development of the preliminary TPEs is the number of TPEs to be developed for each credential type included in Table 1 on page 12. It is expected that there will be fewer TPEs than there are TKAs included in the job analysis because (a) the TKAs in the job analysis are likely to be more narrow and specific than the TPEs and (b) the job analysis should show that some of the TKAs important for on-the-job teachers cannot be reasonably expected of preliminary (Level I) teaching credential candidates. Because the teaching performance expectations will serve as the basis for the teaching performance assessments, the number of TPEs must be manageable for that purpose. For example, it is unlikely that a reasonable teaching performance assessment could assess a candidate's status on 100 or more TPEs. On the other hand, it seems very unlikely that what a candidate should know and be able to do could be expressed in only two or three TPEs. A

related issue is the scope or breadth of the TPEs. The more narrow in scope, the more that will be needed. Conversely, the broader the scope of the TPEs, the fewer that will be needed. An appropriate scope or breadth for the TPEs will need to be determined, and the TPEs should be of as similar scope or breadth as possible.

It will be important that, for each of the five credential types in Table 1, there be a reasonable number of teaching performance expectations, of appropriate and relatively equal scope/breadth, that adequately cover the important tasks, knowledge, and abilities that preliminary (Level I) teaching credential candidates should know and be able to do. It is expected that there will be TPEs common to all credential candidates, as well as TPEs unique to types of credential candidates and types of teaching situations, as discussed on pages 10-17. It is also expected that behavioral aspects of teaching will be the subject of some TPEs while cognitive and intellectual aspects of teaching will be the focus of other TPEs. The TPEs are expected to include those derived from current job requirements as well as ones derived from reasonable expectations about future teaching job requirements. Each TPE will be formulated in such a way that evidence about a credential candidate's level of proficiency with respect to the TPE can be reliably and validly collected and evaluated by trained assessors as part of either a locally-administered or a centrally-administered teaching performance assessment.

ETS will present draft 1 preliminary TPEs to the SB 2042 Advisory Panel for review and revision. Following the panel's review of draft 1 preliminary TPEs, ETS will make the revisions agreed to by the panel, resulting in a second draft of the preliminary teaching performance expectations.

Preliminary MSAT Content Specifications

In the development of the preliminary MSAT content specifications, ETS will first identify TKAs (a) that have sufficiently high importance ratings for on-the-job teachers, (b) that preliminary (Level I) Multiple Subject Teaching Credential candidates can reasonably be expected to know or be able to do, and (c) that could be assessed on a written examination. In consultation with Commission staff, ETS will combine and/or group those TKAs as appropriate into MSAT content specifications.

A key consideration during the development of the preliminary MSAT content specifications is the number of elements or topics to be included in the specifications. It is expected that there will be fewer elements/topics in the specifications than there are TKAs included in the job analysis because (a) the TKAs in the job analysis are likely to be more narrow and specific than the elements/topics in the specifications and (b) the job analysis is likely to show that some of the TKAs cannot be reasonably expected of preliminary (Level I) Multiple Subject Teaching Credential candidates. Because the MSAT content specifications serve as the basis for a subject matter examination, the number of elements/domains in the specifications must be manageable for that purpose, and they should be of appropriate scope.

A second key consideration during the development of the preliminary MSAT content specifications will be the relative attention given to content knowledge and to competence in using content knowledge to solve problems and answer open-ended questions. It is expected that the preliminary content specifications will consist of (a) an outline of topics that could be measured to assess each candidate's content knowledge, as well as (b) a description of content-related skills and abilities against which each candidate's content-based competence could be assessed with the use of constructed-response items.

The contractor will present draft 1 preliminary MSAT content specifications to the ESM Task Force for review and revision. Following the ESM Task Force's review of draft 1 preliminary MSAT content specifications, the contractor will make the revisions agreed to by the task force, resulting in a second draft of the preliminary MSAT content specifications.

Facilitate Analyses of Draft 2 Materials by Contractor #2

Draft 2 preliminary TPEs and draft 2 preliminary MSAT content specifications will then be analyzed by a second contractor ("contractor #2," to be selected as a result of a second RFP). Contractor #2 will analyze the extent to which the draft preliminary TPEs are:

- aligned with the CSTP,
- congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and
- consistent with the draft Assessment Quality Standards.

In addition, contractor #2 will analyze the extent to which the draft preliminary MSAT content specifications are:

- congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and
- aligned with the CSTP.

Contractor #2 will conduct these analyses and provide written reports to Commission staff and ETS.

Train the Bias Review Committee

ETS will develop and deliver training for the Commission's Bias Review Committee. ETS will train the Bias Review Committee to detect and eliminate potential bias and offensiveness in educational materials such as the TPEs and the MSAT content specifications. The training will focus on bias issues related to ethnic/cultural background, gender, and disabilities. Bias issues related to other personal characteristics such as age, socioeconomic status, geography, religion, and sexual orientation will also be addressed in the training. In addition to the initial training, at each meeting where the Bias Review Committee will review the TPEs and/or the MSAT content specifications, ETS will provide appropriate "refresher" or review training tailored to the specific materials that the committee will review at the meeting.

Create Draft 3 and a Final Version of the Preliminary TPEs and MSAT Content Specifications

ETS will use the results of the analysis by contractor #2 to revise, as necessary, the draft 2 preliminary TPEs and MSAT content specifications and create draft 3 of each. ETS will present the draft 3 materials to the Bias Review Committee, which will review the materials for elements that might be biased against or offensive to candidates based on their ethnicity, gender, or other background characteristics. The draft 3 preliminary TPEs will then be presented to the SB 2042 Advisory Panel with the results of contractor #2's analysis and the results of the Bias Review Committee's review. Similarly, the draft 3 preliminary MSAT content specifications will be presented to the ESM Task Force with the results of contractor #2's analysis and the results of the Bias Review Committee's review. At this point, the panel and task force will finalize the preliminary TPEs and MSAT content specifications, respectively. The preliminary teaching performance expectations and the preliminary MSAT content specifications will be presented for review to the Commission.

Prepare Comprehensive Reports of the Job Analyses and the Development of the Preliminary TPEs and MSAT Content Specifications

Separately for both the teaching performance expectations and the MSAT content specifications, ETS will develop a comprehensive written report of the job analysis and the development of the preliminary TPEs or MSAT content specifications. Each report will include text, data tables, and an executive summary, and will describe the methodology and results of the job analysis, and the process of developing the preliminary TPEs or MSAT content specifications, which will be included in the report. The reports will be presented by Commission staff to the Commission.

Task Three: Implement Validity Studies

ETS will implement validity studies (practitioner reviews) of the preliminary TPEs and the preliminary MSAT content specifications. As for the job analyses, ETS will work closely with the SB 2042 Advisory Panel, the ESM Task Force, the Assessment Task Force, and Commission staff in the planning and implementation of the validity studies. The results of the studies will be used to develop final teaching performance expectations and final MSAT content specifications that are content valid and legally defensible.

The implementation of the validity studies will involve the following activities.

Select Recipients of Validity Study Surveys

The validity studies will include statewide reviews of the preliminary TPEs and the preliminary MSAT content specifications via surveys of classroom teachers, school administrators, and teacher educators (including subject matter faculty). Recipients of the validity study surveys will include teachers in both urban and rural schools, teachers of English language learners and other students with special needs, and African American, Asian American, and Latino teachers.

ETS will develop validity study sampling plans in consultation with the Assessment Task Force and Commission staff. It is expected that approximately 7,000 California educators will receive validity study surveys related to the preliminary TPEs, and approximately 4,000 will receive validity study surveys related to the preliminary MSAT content specifications.

Develop Validity Study Surveys

ETS will develop the validity study surveys. The surveys will include elements such as a cover letter, information about the purpose of the survey, the preliminary TPEs or the preliminary MSAT content specifications, rating scales and directions, demographic questions, and a response form.

For the preliminary TPEs, the surveys will be designed to collect judgments about the importance of the preliminary TPEs for preliminary (Level I) teaching credential candidates in terms of both (a) the content (i.e., the tasks, knowledge, and abilities described in the expectations) and (b) the associated levels of proficiency. These results will be used to finalize the TPEs that will serve as the basis for the teaching performance assessments to be developed by the Commission and by sponsors of teacher preparation programs.

For the preliminary MSAT content specifications, the surveys will be designed to collect judgments about the importance of the specifications for preliminary (Level I) Multiple Subject Teaching Credential candidates. These results will be used to finalize the MSAT content specifications.

ETS will pilot-test the surveys on samples of California educators before finalizing them. ETS will develop the final validity study questions and rating scales in consultation with the Assessment Task Force and Commission staff.

Distribute the Validity Study Surveys and Collect the Completed Surveys

ETS will distribute the validity study surveys to the selected recipients. The materials will include postage-paid return envelopes that recipients can use to return their completed surveys to ETS. Reminder postcards will be sent to all survey recipients approximately two weeks following the mailing of the surveys.

Analyze and Summarize the Validity Study Results and Present the Results to the SB 2042 Advisory Panel and to the Elementary Subject Matter Task Force

ETS will analyze and summarize all validity study results. The data analysis plans will be developed in consultation with the Assessment Task Force and Commission staff. Summaries of the validity study results will be formatted to facilitate the SB

2042 Advisory Panel's and the Elementary Subject Matter Task Force's review of the results. ETS will present the appropriate validity study results to the SB 2042 Advisory Panel and to the Elementary Subject Matter Task Force. The panel and task force will review and revise, as necessary, the preliminary teaching performance expectations and the preliminary MSAT content specifications, respectively, in light of the validity study results, as described below in Task Four.

Task Four: Develop Final Teaching Performance Expectations and MSAT Content Specifications

Following the validity studies, ETS will work with the SB 2042 Advisory Panel, the ESM Task Force, contractor #2, and Commission staff to finalize the teaching performance expectations and MSAT content specifications. This final task will involve the following activities.

Revise the TPEs and MSAT Content Specifications Based on the Validity Study Results

Following the validity studies of the preliminary TPEs and MSAT content specifications (Task Three), ETS will present the results of the validity studies to the SB 2042 Advisory Panel and the ESM Task Force. The panel and task force will review the validity study results and revise, as necessary, the TPEs and MSAT content specifications, respectively. Following these reviews, ETS will make the revisions agreed to by the panel and the task force.

Facilitate Analyses of the TPEs and MSAT Content Specifications by Contractor #2 and a Review by the Bias Review Committee

The TPEs and MSAT content specifications will then be analyzed by contractor #2. Contractor #2 will analyze the extent to which the TPEs are:

- aligned with the CSTP,
- congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and
- consistent with the Assessment Quality Standards.

In addition, contractor #2 will analyze the extent to which the MSAT content specifications are:

- congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and
- aligned with the CSTP.

Contractor #2 will conduct these analyses and provide written reports to Commission staff and ETS.

ETS will also present the TPEs and MSAT content specifications to the Bias Review Committee, which will review them for elements that might be biased against or offensive to candidates based on their ethnicity, gender, or other background characteristics.

Create Final Version of the TPEs and MSAT Content Specifications

The results of the analyses by contractor #2, as well as the results of the reviews by the Bias Review Committee, will be presented to the SB 2042 Advisory Panel and the ESM Task Force, which will use the results to finalize the TPEs and MSAT content specifications, respectively. The final teaching performance expectations and MSAT content specifications will be presented for review and adoption to the Commission.

Prepare Comprehensive Reports of the Validity Studies and the Development of the Final TPEs and MSAT Content Specifications

Separately for both the TPEs and the MSAT content specifications, ETS will develop a comprehensive written report of the validity studies and the development of the final TPEs or MSAT content specifications. Each report will include text, data tables, and an executive summary, and will describe the methodology and results of the validity studies, and the process of developing the final TPEs or MSAT content specifications, which will be included in the report. The reports will be presented by Commission staff to the Commission.



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PERF-2

Committee: Performance Standards

Title: Proposed Schedule for the Reporting of Examination Results

✓ Action

Prepared by: Bob Carlson, Ph.D., Administrator, Examinations and Research Unit
Professional Services Division

Summary of an Agenda Report

Proposed Schedule for the Reporting of Examination Results

Professional Services Division
January 20, 1999

Overview of this Report

The Commission has a responsibility to periodically assemble, interpret, and publish the results of the examinations it uses to verify the qualifications of prospective educators. This report proposes a schedule for the presentation to the Commission of reports on examination results.

Policy Issues to be Resolved by the Commission

Should the Commission adopt a schedule by which staff would present reports of examination results for each examination annually?

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective Two: Develop and administer teacher assessments.

Fiscal Impact Statement

The costs of preparing this plan have been supported from the agency's base budget resources. Commencing in the current fiscal year, the Commission's annual budget includes sufficient funds to carry out the staff recommendation.

Recommendation

Staff recommends that the Commission adopt the schedule for the reporting of examination results shown on page 47 of this report.

Background

The Commission has a responsibility to periodically assemble, interpret, and publish the results of the examinations it uses to verify the qualifications of prospective educators. Such reports would enable the Commissioners and their diverse

Languages, Vocational				X		i n g					X				
CLAD/BCLAD				X					X						

* All reports will be based on fiscal year (July-June) data, and are expected to include yearly data and cumulative data.

** Presentation of CBEST reports is dependent upon pending litigation.

*** An MSAT report was recently presented in July 1998.

Legend: CBEST = California Basic Educational Skills Test

MSAT = Multiple Subjects Assessment for Teachers

RICA = Reading Instruction Competence Assessment

SSAT = Single Subject Assessments for Teaching

A list of all examinations included in this table follows.

Examinations Used by the Commission

CBEST

- Reading Examination
- Writing Examination
- Mathematics Examination

MSAT

- Content Knowledge Examination
- Content Area Exercises

RICA

- Written Examination
- Video Performance Assessment

Praxis and SSATs: English, Math, Social Sci.

- English Language, Literature & Composition Essays (Praxis)
- Literature and English Language Examination (SSAT)
- Mathematics Examination (SSAT)
- Mathematics: Proofs, Models, and Problems, Part 1 and Part 2 (Praxis)
- Social Science Examination (SSAT)
- Social Studies: Analytical Essays (Praxis)
- Social Studies: Interpretation of Materials (Praxis)

Praxis and SSATs: Sciences

- Biology Examination (SSAT)
- Biology Content Essays (Praxis)
- Chemistry Examination (SSAT)
- Chemistry Content Essays (Praxis)
- Geoscience Examination (SSAT)
- Physics Examination (SSAT)
- Physics Content Essays (Praxis)
- General Science Examination (SSAT)
- General Science Content Essays (Praxis)

Praxis and SSATs: Art, Music, P.E.

- Art Examination (SSAT)
- Art: Content, Traditions, Criticisms, & Aesthetics (Praxis)
- Art Making (Praxis)
- Music Examination (SSAT)
- Music: Analysis (Praxis)
- Music: Concepts and Processes (Praxis)

Praxis and SSATs: Languages, Vocational

- French Examination (SSAT)
- French: Linguistic, Literary & Cultural Analysis (Praxis)
- French: Productive Language (Praxis)
- Spanish Examination (SSAT)
- Spanish: Linguistic, Literary & Cultural Analysis (Praxis)
- Spanish: Productive Language (Praxis)
- German Examination (SSAT)
- Japanese Examination (SSAT)
- Mandarin Examination (SSAT)
- Punjabi Examination (SSAT)
- Russian Examination (SSAT)
- Vietnamese Examination (SSAT)
- Agriculture Examination (SSAT)
- Business Examination (SSAT)
- Health Science Examination (SSAT)
- Home Economics Examination (SSAT)
- Industrial and Technology Education Examination (SSAT)

CLAD/BCLAD

- Test 1: Language Structure and Language Development
- Test 2: Methodology of Bilingual, English Language Development, and Content Instruction
- Test 3: Culture and Cultural Diversity
- Test 4: Methodology for Primary-Language Instruction
- Test 5: Culture of Emphasis
- Test 6: Language of Emphasis:
 - Armenian
 - Cantonese
 - Filipino
 - Hmong
 - Korean
 - Mandarin
 - Punjabi
 - Spanish
 - Vietnamese



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California Commission on Teacher Credentialing

Meeting of: February 3-4, 1999

Agenda Item Number: PERF-3

Committee: Performance Standards

Title: Options and Eligibility Requirements for Beginning Teachers in a Learning to Teach System

✓ Action

Prepared by: Terry Janicki, Ph.D., Consultant
Professional Services Division

Options and Eligibility Requirements for Beginning Teachers in a Learning to Teach System

Professional Services Division
January 20, 1999

Executive Summary

Three state-funded programs for new teachers are among the significant elements of a learning-to-teach system, designed to meet the needs of new teachers at various stages of their preparation and development. These state-funded programs are: the Pre-Internship Program, the Internship Program, and the Beginning Teacher Support and Assessment (BTSA) Program. Each program serves beginning teachers who meet specific qualifications. Each program that the Commission and/or the California Department of Education administer provides grant funding to local education agencies (LEAs), usually in collaboration with postsecondary institutions, enabling them to provide specified services to one group of new teachers.

This report provides an overview of these three programs and describes similarities and difference in the programs. Also included in the report are options and eligibility requirements for beginning teachers in these three programs. The report concludes with staff recommendations regarding program eligibility requirements.

Policy Issues to be Resolved by the Commission

Should the Commission modify its policy related to eligibility requirements for the Pre-Internship Program, the Internship Program, and the Beginning Teacher Support and Assessment (BTSA) Program.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Goal Six: Work with school to improve teaching for California Students.

Fiscal Impact Statement

The 1998-99 Budget includes approximately \$90 million for the Pre-Internship Program, the Internship Program, and the Beginning Teacher Support and Assessment (BTSA) Program. Governor Davis's proposed budget includes \$93 million to continue these programs.

Recommendations

- Policy Recommendation One: Change in BTSA Eligibility Requirements
- Policy Recommendation Two: Assign Beginning Teachers to the Programs that Meet Their Needs
- Policy Recommendation Three: Begin to Require Districts to Place Candidates in the Program for Which the Beginning Teachers are Eligible

Options and Eligibility Requirements for Beginning Teachers in a Learning to Teach System

The California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) are shaping the contours of a coherent learning-to-teach system for as many as 50,000 first and second year teachers in California schools each year. According to the latest CBEDS data that are currently available (reported in October of 1996), there were 48,295 first and second year teachers serving in California classrooms, or 18% of the total number of teachers. Of these, 27,000 were fully credentialed, 2400 were teaching on internship credentials, and 18,900 were teaching on emergency permits or on waivers. Since these numbers were reported prior to the completion of class-size reduction, we anticipate that the October 1997 figures will be considerably higher.

Three state-funded programs for new teachers are among the significant elements of this learning-to-teach system, designed to meet the needs of new teachers at various stages of their preparation and development. These state-funded programs are: the Pre-Internship Program, the Internship Program, and the Beginning Teacher Support and Assessment (BTSA) Program. Each program serves beginning teachers who meet specific qualifications. Each program provides grant funding to local education agencies (LEAs), usually in collaboration with postsecondary institutions, enabling them to provide specified services to one group of new teachers. Although a local agency or institution may receive grants to operate from one to three of the programs, the programs are not interchangeable. The three programs provide a *continuum of services* to different groups of teachers who are at different stages of progress in becoming fully prepared and certificated to teach.

A local institution or agency may sponsor one or more funded programs in the new learning-to-teach system, depending on local needs. Such an agency or institution may rely on the same instructors, mentors or other staff members to provide services to new teachers in multiple programs. When this occurs, it is important that program staff members (1) understand the different needs of each teaching group and (2) deliver program services that are targeted to meet the distinct needs of each group. To the extent that teachers in distinct groups have common needs for training or orientation (e.g. orientation to a school district's discipline policies), the programs may have common elements.

This report provides an overview of the programs for beginning teachers in a coherent learning-to-teach system. Included are three recommendations related to eligibility requirements for beginning teachers in these programs.

Overview of the Pre-Internship Program

In 1997 the California Legislature passed and Governor Wilson signed legislation (AB 351, Scott) creating the Pre-Internship Teaching Program, which is funded at a level of \$2.0 million for its initial year of service (1998-99) to serve 1000 pre-intern teachers at \$2000 each. In 1999-2000 the program will be funded at \$11.8 million to serve almost 6000 pre-intern teachers. According to a recent staff report to the Commission, in 1998-99 over 30,000 teachers are serving on emergency permits (an increase of 10,000 since 1997-98).

Administered by the Commission, the Pre-Internship Program is designed for emergency teachers, who have been the fastest growing group of new teachers in California since the fall of 1996. Most of these teachers are hired with little or no prior teaching experience or preparation, making them ineligible for participation in BTSA. They are also ineligible for internships or other teacher education programs because they have not met California's subject matter standards.

To participate in the Pre-Internship Program, an applicant must have earned a Bachelor's degree, passed the CBEST, and partially completed the State's subject matter requirements (i.e., have completed at least 40 units of liberal studies courses with 10 units in each of four subject areas). The program focuses primarily on helping each emergency teacher meet California's subject matter standards while also providing her/him with basic training in classroom management, lesson planning and instructional methods. To achieve these purposes, local education agencies that receive grants for Pre-Internship Programs must collaborate closely with postsecondary institutions in the design, development, and implementation of the programs. Additionally, all pre-interns must be supervised and assisted by experienced teachers, preferably in the schools where they teach. Compared with the support that other programs provide, the supervision of pre-interns is more directive because the pre-interns have less prior knowledge and experience.

A teacher who participates in the Pre-Internship Program receives a Pre-Intern Teaching Certificate from the Commission. The Pre-Intern Certificate is valid for one year. During this time the pre-intern must either complete all required subject

matter coursework or take the subject matter examination. (For elementary school pre-interns, this examination is the MSAT or Multiple Subjects Assessment for Teachers.) If the pre-intern completes all required coursework or passes the exam, then s/he will exit the Pre-Intern Program and should enter an internship program or another program of professional preparation. If the first-year pre-intern does *not* meet the subject matter standard, s/he must enroll in required subject matter coursework or formal MSAT preparation in order to renew the Pre-Intern Certificate for a second year. Most pre-interns are, within two years, expected to complete subject matter requirements and move into internships or other preparation programs to complete California's standards and requirements for teaching credentials.

Overview of the Internship Program

Internship programs are opportunities to engage in systematic study and supervised practice of teaching while the interns serve as instructors-of-record with compensation. The Commission currently awards \$11.0 million in grants to local education agencies and postsecondary institutions to support the design, development and implementation of internship programs. These programs provide an alternate route into teaching for individuals who have met certain entry requirements (described below) and have demonstrated strong potential to succeed as teachers while completing their professional studies.

Like pre-interns, interns have earned baccalaureate degrees and passed the CBEST. Unlike pre-interns, interns have completed their subject matter preparation, so an internship gives much less attention to subject matter studies than a pre-internship does. Like new teachers in BTSA, interns participate in planned sequences of instruction, study, consultation and reflection that support the learning-to-teach process. Unlike new teachers in BTSA, interns have not completed professional preparation or met California's teaching standards. For this reason, an internship includes a formal curriculum of entry-level professional studies, which BTSA teachers have already completed.

Internships are alternatives to traditional programs that include education coursework and supervised teaching in an experienced teacher's classroom. An internship is a planned program of instruction, study and supervised practice of teaching. Because interns have met California's subject matter standards for teaching, their instruction focuses almost entirely on pedagogical principles and strategies. For one or two years, interns attend classes, read textbooks, engage in curriculum and instructional planning, and have their classroom practices observed, coached and assessed. Unlike BTSA teachers, interns begin their programs with a minimum of prior professional training, so their initial support in schools more closely resembles the supervision of pre-interns than the guidance and mentoring of BTSA teachers.

For new teachers who begin as pre-interns, enrollment in an internship is the most appropriate "next phase" of learning-to-teach. The great majority of interns remain in teaching beyond the conclusion of their internships. Completion of an internship should be followed by participation in an induction program such as the BTSA Program (described below). If an intern has completed a two-year internship, then one year of participation in BTSA is appropriate. If the internship is only one year long, the intern's subsequent participation in BTSA should be for two years.

More than 5,000 new teachers have completed teaching internships in recent years. Approximately 5,700 additional interns are enrolled in internship programs in 1998-99. The internship program is funded at \$11.0 million in 1999-00 to support 7300 intern teacher at \$1500 each.

Overview of the Beginning Teacher Support and Assessment Program (BTSA)

Established in 1992 based on a four-year pilot project, the Beginning Teacher Support and Assessment (BTSA) Program provides opportunities for fully-prepared first and second year teachers to expand and deepen their teaching knowledge and skill. The BTSA Program also provides a smooth transition into the complex responsibilities of teaching, increases the retention of beginning teachers, and improves learning opportunities for their K-12 students. Funded at a level of \$17.5 million in 1997-98, then increased to \$67 million in 1998-99, the BTSA Program has grown extensively in recent years and is expected to serve all eligible first and second year teachers by September, 1999. By December of 1998 the program had already expanded to serve nearly 12,500 first and second year teachers, with plans underway to expand services to 25,000 beginning teachers by July 1999.

The BTSA Program is designed for new teachers who have met all of the State's initial teaching credential standards. BTSA teachers have earned baccalaureate degrees, passed the CBEST, met all subject matter standards, and completed professional preparation including either (1) at least one semester of supervised teaching or (2) at least one year of internship teaching in a public school. These qualifications of BTSA teachers distinguish them from interns and pre-interns. The BTSA Program therefore offers distinct learning opportunities and collegial services that are at more advanced levels than the offerings of internship and pre-internship programs.

A distinctive feature of the BTSA Program is the use of an Individual Induction Plan (IIP) that the new teacher co-develops with the assistance of a support provider who does not serve in a traditional supervisory role. In developing the IIP, the new teacher and support provider are informed by the results of a systematic formative assessment of the new teacher's practice in relation to the California Standards for the Teaching Profession (CSTP). The formative assessment identifies, in relation to the CSTP, the areas of prior development and needed further growth in teaching. Such an assessment assumes prior instruction in the fundamentals of teaching, which interns and pre-interns have not completed. BTSA teachers have sufficient background in teaching to utilize the results of comprehensive formative assessments of their teaching practice in consultation with their assigned mentors.

The fact that the BTSA teachers have already met basic credential standards means they are ready to expand, enrich and deepen their teaching knowledge and skill through collegial reflection as well as continued instruction and study. Some of the BTSA Program features are also included in the second year of some internship programs. Compared with BTSA Programs, however, neither internships nor pre-internships focus as much on IIPs based on systematic assessments that are, in turn,

based on the CSTP.

Description of the Problem

As is mentioned above these three programs are designed to meet the needs of beginning teachers at different stages in the learning to teach continuum. Table One below displays different candidate groups and shows for which program the different candidates would be eligible. Candidate Groups A and B are eligible for the Pre-Internship Program based on law and current Commission policy. Candidate Groups C and D are eligible for the Internship Credential Program based on law and current Commission policy. Candidate Group H is eligible for BTSA based on law and current Commission and California Department of Education policy.

The learning-to-teach system is designed so prospective beginning teachers can learn about teaching in phases, but some candidates complete their credential requirements without regard for the Commission's phased design. Therefore, there are groups of credential candidates who do not neatly fit into any of these programs. Candidate Groups E, F, and G (from Table 1) do not neatly fit the eligibility requirements of any of the three programs. Candidate Group F persons will be a new category of beginning teachers. These persons have completed all requirements for a preliminary credential except for the RICA requirement. Prior to this year those individuals would have received a preliminary or clear credential; however, now they would serve on an Emergency Permit. Candidate Group E are a small number of individuals who complete a teacher preparation program but have failed to pass the subject matter requirement.

BTSA Programs that existed prior to the Mazzoni legislation have been allowed to serve emergency permit teachers of all types including candidate groups A and B from Table 1. These programs were serving all types of beginning teachers prior to the establishment of the Pre-Intern Program. These programs have been previously notified that they must transition their beginning teachers to the programs that have been designed specifically to the needs of beginning teachers that are at different points in the learning-to-teach continuum. They were told that beginning in July 1999 they must place teachers in the programs for which the beginning teachers are eligible. However, the opportunity to develop a Pre-Intern Program was only offered once prior to the recent release of the Pre-Intern RFP and most BTSA Programs missed this opportunity. Subsequently most BTSA Programs are not ready to move all of the beginning teachers that they have been serving into Pre-Intern Programs. In addition, districts must develop more systematic methods for identifying and placing beginning teachers into the correct program. They must also learn how to manage these three different but related programs.

Policy Recommendation One: Change in BTSA Eligibility Requirements

Candidate Groups E, F, and G beginning teachers have completed their professional study and student teaching requirements for a credential and would benefit from the distinct learning opportunities and collegial services of a BTSA program that are at more advanced levels than the offerings of internship and pre-internship programs. These beginning teachers would serve on an Emergency Permit since the teachers have not fulfilled the subject matter requirement. However, in addition to receiving a BTSA program they would need intensive preparation to pass the subject matter tests and/or to pass RICA.

Based on discussions with managers of the three programs (including the BTSA Taskforce) and with Project Directors from the three programs, Commission staff recommends that the Commission adjust its policy to allow candidate groups E, F, and G to be eligible for and to participate in BTSA Programs coupled with additional work in test preparation. Currently beginning teachers in Groups E, F, and G are eligible for pre-internship programs. Thus, the staff recommendation if accepted would change current policy. The new policy would have the effect of placing these teachers into the program that best addresses their developmental level in the learning-to-teach system. This also means expanding the scope of the Individual Development Plan to include plans to assist individuals to meet their specific credential requirements.

Passage of the subject matter examinations and the RICA requires in-depth knowledge and study of the curriculum that the beginning teachers want to be authorized to teach. Teachers in Groups E, F, and G should be required to participate in intensive instruction and study in the subjects they need to learn, and this intensive instruction and study should be in addition to their participation in the conventional activities of a BTSA Program. Pre-Intern Program staff are preparing plans to develop test preparation modules that will provide appropriate instruction for Pre-Interns. These modules also can be used for candidates who fit into Groups E and G. Commission staff is also prepared to develop test preparation modules for RICA to help candidates who fit into Group F and G. These test preparation services could be offered to the candidates by IHEs, County Offices, District, or others. BTSA Programs could provide these test preparation services but they would not be required to do so. Alternatively, teachers in E, F, and G could enroll in subject matter courses in accredited colleges and universities (including two-year institutions as well as four-year campuses), or they could participate in intensive professional teacher development programs that are content-specific and highly effective.

Policy Recommendation Two: Assign Beginning Teachers to the Programs that Meet Their Needs

Staff recommends that BTSA Programs who have served Group A and B beginning teachers should be required to develop a Pre-Intern Program to serve the needs of the Group A and B teachers. This recommendation would have the effect of placing these teachers into the program that best addresses their developmental level in the learning-to-teach system. Staff recommends that the Commission reaffirm this policy.

Policy Recommendation Three: Begin to Require Districts to Place Candidates in the Program for Which the Beginning Teachers are Eligible

Staff recognizes that in 1999-2000 the new Pre-Intern Programs may not be able to serve all the Group A and B teachers who would be eligible for their Pre-Intern Programs. In addition, districts must develop more systematic methods for identifying and placing beginning teachers into the correct program. They must also learn how to manage these three different but related

programs. It may take districts some time to take on these new responsibilities. For these reason, staff recommends that BTSA Programs that existed prior to the Mazzoni legislation be given until July 1, 2000 to fully comply with Recommendation Two.

Conclusion

Staff will continue to monitor implementation issues related to the Pre-Internship Program, the Internship Program, and the Beginning Teacher Support and Assessment (BTSA) Program. If policy changes are needed to assure that all beginning teachers are served by quality programs that meet the beginning teachers' individual needs then staff will bring additional policy recommendations to the Commission.



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