

Agenda

California
Commission on
Teacher Credentialing

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

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

WEDNESDAY, March 3, 1999

Commission Office

1. Executive Committee **10:30 a.m.**
 - EXEC-1 Approval of January 6, 1999 Executive Committee Minutes
 - EXEC-2 Proposed Revisions to Policy Manual Sections 650 & 522
 - EXEC-3 Discussion of the Commissioner Orientation Manual
2. Closed Session - (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)
3. 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, March 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 February 1999 Minutes
- GS-4 Approval of the March Agenda
- GS-5 Approval of the March 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 (Committee Chair Gary Reed)

 **LEG-1** Legislative Concept for Commission Clean-Up Bill and Recommended Policy Change Regarding the Reading Examination Option for Teachers Prepared Out-of-State

 **LEG-2** Status of Bills of Interest to the Commission

 **LEG-3** Analysis of Bills of Interest to the Commission

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

 **PREP-1** Status Report on AB 496 Implementation

PREP-2 Recommended Submission of State Teacher Quality Enhancement Grant Proposal to the United States Office of Education

 **PREP-3** Progress Report and Initial Recommendations Regarding Implementation of AB 1620 (Scott)

 **PREP-4** Update on the Advisory Panel for the Development of Teacher Preparation Standards (SB 2042)

 **PREP-5** Recommended Institutional Accreditation of Two Regionally-Accredited Institutions Pursuant to AB 2730 and the Accreditation Framework

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

 **C&CA-1** Proposed Amendments and Additions to Title 5 Regulations Concerning Administrative Services Credentials and Teachers Serving Non-Instructional Assignments

 **C&CA-2** 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

 **C&CA-3** Proposed Addition of Sections 80048.1 and 80413.3 to Title 5 Regulations Related to Experienced Out-of-State Teachers

 **C&CA-4** A Report on Commission Action on Credential Waiver Requests July-December 1998

5. Public Hearing

1:30 p.m.

 **PUB-1** Proposed Title 5 Regulations Sections 80025.3 and 80025.4 Related to Substitute Teaching and Sections 80065, 80067, 80068, 80069, and 80070 Related to Specific Specialist Credentials

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

 **PERF-1** Annual Report on the PRAXIS and SSAT Examinations in English, Mathematics, and Social Science

 **PERF-2** Reading Instruction Competence Assessment (RICA): 1999-2000 Test Fees and Proposed Contract Amendment

 **PERF-3** Reading Instruction Competence Assessment (RICA): Results of the 1998 Administrations

7. Reconvene General Session (Chair Norton)

GS-10 Report on the Appeals and Waivers Committee

GS-11 Report of Closed Session Items

GS-12 Report of Executive Committee

GS-13 Commissioners Reports

GS-14 Audience Presentations

GS-15 Old Business

•Quarterly Agenda for March, April & May 1999

GS-16 New Business

GS-17 Adjournment

NEXT MEETING
April 14-15, 1999
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814



| [Back to the Top](#) |
| [Return to About CTC](#) |
| [Return to "Agenda
Archives"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: LEG-1

Committee: Legislative

Title: Legislative Concept for Commission Clean-Up Bill and Recommended Policy Change Regarding the Reading Examination Option for Teachers Prepared Out-of-State

- ✓ Action
- ✓ Information

Prepared by: Marilyn Erret

Office of Governmental Relations

Legislative Concept for Commission Clean-up Bill and Recommended Policy Change Regarding the Reading Examination Option for Teachers Prepared Out-of-State

February 17, 1999

Overview of This Report

Policy Issue to be Resolved

Teachers prepared in states other than California are required to demonstrate competency in reading instruction. Traditionally, these individuals submitted transcripts showing the completion of a reading course as part of their out-of-state teacher preparation program, completed a Commission-approved course once in California, or submitted a passing score on the PRAXIS series exam "Introduction to the Teaching of Reading." Under the provisions of AB 1620, reciprocity is established for teachers prepared in states with teacher preparation standards comparable to those in California. However, some individuals will not qualify under these provisions and will be held accountable for showing evidence of competence in reading instruction. It has come to the attention of Commission staff that the "Introduction to the Teaching of Reading" exam was not developed in accordance with California's Reading Initiative. The exam option is used by very few individuals. None-the-less, demonstration of competence in reading instruction that is aligned with California's new teacher preparation standards in reading instruction is essential.

Fiscal Impact Summary

Staff recommends a minor change in the education code, which may be added to the Commission's existing clean-up bill, and a policy change regarding the choice of an appropriate exam. Neither of these changes will have a financial impact to the Commission.

Staff Recommendation

- **That the Commission require the RICA as the exam option for out-of-state prepared elementary teachers rather than the "Introduction to the Teaching of Reading" exam.**
- **That the Commission add to its current clean-up legislation an item that amends pertinent sections of the Education Code that allow the option for an exam, in lieu of coursework, in the teaching of reading for Single Subject Credential applicants.**

Background

This report asks the Commission to consider action in two areas — legislation and policy. The directors from the Division of Professional Services, the Research and Exams Unit, the Credentials, Assignment, and Waivers Division, and the Office of Governmental Relations have all participated in the dialogue leading to the recommendations in this report.

Teachers prepared in non-reciprocity states who come to California to teach are required to show evidence of preparation in the teaching of reading. (California Education Code §44205 (e); §44227 (c) (4); §44253 (b). This requirement pertains to both Multiple Subject and Single Subject Teaching Credentials. Current law provides two options for meeting the teaching of reading requirement: (1) completion of a *course* in the teaching of reading, or (2) passage of an *exam* in the teaching of reading.

Teachers who come to California from states that have a reciprocity agreement based on comparable standards or experience are not affected by this requirement. Most teachers from non-reciprocity states either show proof of coursework in the teaching of reading in their home state or take a reading methods course through an accredited teacher preparation program in California. Individuals choosing the exam option currently take the PRAXIS Series exam "Introduction to the Teaching of Reading" developed and administered by Educational Testing Service (ETS). A relatively small number of individuals choose the exam option each year. Of the approximately 7,050 out-of-state applicants for Multiple Subject and Single Subject Teaching Credentials last year, 132 individuals chose the exam option for meeting the reading instruction requirement. Records shared with Commission staff by the exam administrator and records available in the Commission's Credential Automation System show that 46 of those individuals passed the exam. The number of individuals using the exam to meet the reading instruction requirement will likely decrease as the Commission approves reciprocity agreements with other states.

The "Introduction to the Teaching of Reading" exam has been offered as an option for meeting the reading instruction requirement for *out-of-state* prepared teachers for both the Multiple Subject Teaching Credential and the Single Subject Teaching Credential since the inception of those credentials under the Ryan Act in 1970. This exam is reviewed and up-dated by ETS on a regular basis. The exam, however, has not been prepared and revised with the elements of the California Reading Initiative as a guide and does not align completely with the Initiative, the Commission's reading standard, or the California Academic Content Standard pertaining to reading.

The Commission has worked carefully to align the content of program standards and exam requirements in the area of reading instruction. The Commission passed new reading standards for both Multiple Subject and Single Subject Teaching Credentials in June 1997. These standards specifically incorporated elements of the California Reading Initiative and the Academic Content Standards and are reflected in the Reading Instruction Competence Assessment (RICA) required of all California prepared Multiple Subject Teaching Credential applicants.

PRAXIS "Introduction to the Teaching of Reading"

The "Introduction to the Teaching of Reading" exam is intended for examinees who have typically completed a program in elementary or secondary education that included 3-4 semester hours on the teaching of reading. The assessment is conducted through 135 multiple-choice questions and is divided into five content categories.

PRAXIS Series Introduction to the Teaching of Reading (0200) Content Categories

I. Reading as a Language-Thought Process

- I. Construction of meaning: theoretical approaches to the reading process; how readers construct meaning from a printed text; acquisition and understanding of language; readers' awareness of their own thought processes while reading, or metacognition
- Interrelatedness of the processes of listening, speaking, and writing, especially the reading/writing connection and the use of writing to respond to reading

II. Text Structure

- I. Considerations regarding text: structure for narrative and expository texts; syntactic complexity; organization; vocabulary and concept load; story grammars; and semantic, syntactic, graphophonic, and experiential cues

III. Instructional Processes in the Teaching of Reading

- Appropriate use of specific strategies: reciprocal teaching, critical questioning, monitoring, scaffolding, activating schema, language expansion, story grammars, scripts, organizational patterns, guided oral and silent reading
- Strategies appropriate to various ages and reading levels including emergent literacy
- Classroom management: grouping, use of paraprofessionals, learning centers, writing centers, cooperative grouping, peer helping, computers
- Reading in the content areas at all grade levels
- Study skills: study skill strategies, test taking, note taking planning, outlining
- Assessment: use of criterion-based tests or achievement tests; use of appropriate individual and group assessment and strategies, such as informal assessments, questioning techniques, surveys

IV. Affective Aspects

- Utilization of activities such as art expression, drama, and the media to motivate students and to stimulate interest in and enjoyment of both reading and writing

V. Environmental/Sociocultural Factors

- Understand literacy, and factors influencing literacy and biliteracy development, including parental support for literacy, extent of congruence between home and school linguistic environments, and approaches to literacy, and the impact of teacher expectations
- Recognize the influence of family and peers, along with ethnic, socioeconomic, regional, and cultural linguistic differences, and select appropriate instructional strategies and materials to address these factors

Reading Instruction Competence Assessment (RICA)

All California applicants for the Multiple Subject Teaching Credential must successfully take either the written exam portion or the video performance assessment portion of the RICA as an initial credential requirement. The RICA is administered through National Education Systems (NES). The RICA Content Specifications were developed by the Commission's RICA Advisory panel, consisting of California teachers, administrators, reading specialists, and teacher educators with experience and expertise in the areas of reading and reading instruction. The Written Examination consists of two sections — the constructed-response section and the multiple-choice section — together these sections permit a broad and deep assessment of candidates' knowledge about effective reading instruction and candidates' ability to apply that knowledge. The Video Performance Assessment consists of three video packets which each include a ten minute video, written information about the students and the instruction on the video and a reflection piece based on the video performance. Both options of the exam are based on the RICA Content Specifications. While the exam's focus is primarily elementary reading instruction, it does contain content for the instruction of students through the eighth grade including teaching reading through content areas. The RICA Content Specifications are comprised of four domains that are broken down into two or more content areas. Additionally, each content area is consists of several sub-parts.

Reading Instruction Competence Assessment (RICA) Content Specifications

Domain I. - Planning and Organizing Reading Instruction Based on Ongoing Assessment

Content Area 1: Conducting Ongoing Assessment of Reading Development

- Principles of assessment
- Assessing reading levels
- Using and communicating assessment results

Content Area 2: Planning, Organizing, and Managing Reading Instruction

- Factors involved in planning reading instruction
- Organizing and managing reading instruction

Domain II. — Developing Phonological and Other Linguistic Processes Related to Reading

Content Area 3: Phonemic Awareness

- Assessing phonemic awareness
- The role of phonemic awareness
- Developing phonemic awareness

Content Area 4: Concepts About Print

- Assessing concepts about print
- Concepts about print
- Letter recognition

Content Area 5: Systematic, Explicit Phonics and Other Word Identification Strategies

- Assessing phonics and other word identification strategies
- Explicit phonics instruction
- Developing fluency
- Word identification strategies
- Sight words
- Terminology

Content Area 6: Spelling Instruction

- Assessing spelling

- Systematic spelling instruction
- Spelling instruction in context

Domain III. — Developing Reading Comprehension and Promoting Independent Reading

Content Area 7: Reading Comprehension

- Assessing reading comprehension
- Fluency and other factors affecting comprehension
- Facilitating comprehension
- Different levels of comprehension
- Comprehension strategies

Content Area 8: Literary Response and Analysis

- Assessing literary response and analysis
- Responding to literature
- Literary analysis

Content Area 9: Content-Area Literacy

- Assessing content-area literacy
- Different types of texts and purposes for reading
- Study skills

Content Area 10: Student Independent Reading

- Encouraging independent reading
- Supporting at-home reading

Domain IV. — Supporting Reading Through Oral and Written Language Development

Content Area 11: Relationships Among Reading, Writing, and Oral Language

- Assessing oral and written language
- Oral language development
- Written language development
- Supporting English language learners

Content Area 12: Vocabulary Development

- Assessing vocabulary knowledge
- Increasing vocabulary knowledge
- Strategies for gaining and extending meanings of words

Content Area 13: Structure of the English Language

- Assessing English language structures
- Differences between written and oral English
- Applying knowledge of the English language to improve reading

Discussion of Recommended Policy Change

A review of the content of the two exams clearly shows an emphasis in different areas of reading instruction content. The RICA, in alignment with the California Reading Initiative stresses a systematic approach to instruction and assures that teachers have a firm grasp of language structure, the alphabetic principle, and systematic, explicit instruction. To assure a constancy of knowledge in the teaching of reading for elementary teachers in California, the Commission may wish to consider the following recommendation.

That the Commission require the RICA as the exam option for out-of-state prepared elementary teachers rather than the "Introduction to the Teaching of Reading" exam.

Discussion of Recommended Legislation

The RICA was developed for elementary level teachers and is not legally defensible as an exam for secondary teachers.

The Commission may wish to consider the following recommendation.

That the Commission add to its current clean-up legislation an item that amends pertinent sections of the Education Code that allow the option for an exam, in lieu of coursework, in the teaching of reading for Single Subject Credential applicants.

While it is unfortunate to remove options for credential applicants, the small number of individuals taking the current exam indicates that a decision to require that all out-of-state applicants for a Single Subject Teaching Credential complete a course in the teaching of reading appropriate to secondary instruction would affect very few individuals. It is also certain that the number of examinees will decrease as the Commission works on reciprocity agreements with other states. Assuring that a teacher's knowledge of reading instruction is in alignment with the content of the California Reading Initiative, no matter how few applicants are affected, is a goal of the Commission's continuing work in the area of reading and language arts.

The following sections of the California Education Code pertaining to requirements for teachers prepared outside of California would be amended to read.

California Education Code §44205 (3)(e) Credentialed out-of-state teachers; recruitment and retention; legislative intent

At or before the completion of four school years of teaching pursuant to this section, a teacher shall, to the satisfaction of the Commission on Teacher Credentialing, meet the requirements for subject matter competence, for completion of a course, or, for multiple subject credentials, a course or an examination, on the various methods of teaching reading, and for completion of a course or examination on the Constitution of the United States, within the meaning of paragraphs (3), (4), and (6), respectively, of subdivision (c) of Section 44227, in order to be eligible to continue teaching pursuant to this section. Additionally, to be eligible to continue teaching on an education specialist credential, the teacher shall also complete the requirements for nonspecial education pedagogy and a supervised field experience program in general education.

California Education Code §44227 Approval of teacher education programs; out-of-state courses; teaching credential requirements for out-of-state applicants and teachers

(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, for multiple subject credentials, a course or an 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.

§44253 Preliminary multiple or single subject teaching credential

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).

- (a) A commission-approved subject matter preparation program or examination to verify subject matter competence.
- (b) A course, or, for multiple subject credentials, a course or an examination on the teaching of reading.
- (c) A course or examination on the provisions and principles of the United States Constitution.

If the Commission chooses to endorse the policy change noted in the previous section to replace the "Introduction to the Teaching of Reading" with the RICA, it seems reasonable to continue offering an exam option for out-of-state prepared applicants for Multiple Subject Credentials.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: LEG-2

Committee: Legislative

Title: Status of Bills of Interest to the Commission

- ✓ Action
- ✓ Information

Prepared by: Rod Santiago
Office of Governmental Relations

**BILLS FOLLOWED BY THE
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
February 16, 1999**

SENATE BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
SB 142 - Baca Would establish the Teacher Corps University Grants Program	Seek Amendments (2/99)	Introduced
SB 151 - Haynes Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99)	Introduced
SB 179 - Alpert Would establish model alternative teacher preparation programs	Support if Amended (2/99)	Introduced

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 1X - Villaraigosa and Strom-Martin Would establish the Peer Assistance and Review Program for Teachers	Seek Amendments (2/99)	Assembly Appropriations Committee
AB 2X - Mazzoni and Cunneen Would establish various programs related to reading and teacher recruitment	Support (2/99)	Assembly Appropriations Committee

AB 6 - Calderon Establishes the Teachers for the Future Program	Seek Amendments (2/99)	Introduced
AB 17X - Bates Would delete option for local development by IHEs of a teaching performance assessment and require CCTC to administer the assessment	Oppose (2/99)	Assembly Education Committee
AB 18X - Zettel and Bates Would require all teaching credential holders to pass a subject matter exam to renew the credential. Would require CCTC to establish a Peer Review Task Force	Oppose Unless Amended (2/99)	Assembly Education Committee
AB 25X - Baldwin Would make changes to statutes governing the demonstration of subject matter competence	Oppose (2/99)	Assembly Education Committee
AB 27X - Leach Would require CCTC to align CBEST with the state content and performance standards	Oppose Unless Amended (2/99)	Assembly Education Committee
AB 28X - Leach Would make changes to statutes governing the accreditation framework	Oppose (2/99)	Assembly Education Committee
AB 31 - Reyes Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	Support (2/99)	Introduced
AB 108 - Mazzoni Subject Matter Projects	Support (2/99)	Introduced



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 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:	Assembly Bill 309
Author(s):	Assemblymember Kerry Mazzoni
Sponsor(s):	Assemblymember Kerry Mazzoni
Subject of Bill:	Modify the Cap on Alternative Certification Program
Date Introduced:	February 8, 1999
Status in Leg. Process:	Introduced
Current CCTC Position:	None

Recommended Position: Sponsor
Date of Analysis: February 16, 1999
Analyst(s): Rod Santiago

Summary of Current Law

Current law establishes an alternative certification program to address the shortage of qualified teachers. Administered by CCTC, this program provides incentive grants to qualifying school districts or county offices of education to provide teacher preparation to interns who are fully responsible for a classroom during their training period of two years. Current law requires that each school district or county office of education that receives a grant provide matching funds in an amount equal to 50% of the cost of the program, except in cases of hardship.

Summary of Current Activity by the Commission

Currently, there are over 5700 interns participating in the Alternative Certification Program. The Commission has released a Request for Proposals (RFP) to expand the program commensurate with the funding expansion of \$11 million for this budget year. It is expected that the number of interns will increase to 7300 participants once the current RFP process is completed.

Analysis of Bill Provisions

This bill would increase the cap on per intern expenditures from \$1500 to \$2500 while maintaining the district match at \$1500. The bill would also require the amount of the grant to be adjusted by the inflation factor computed by the Superintendent of Public Instruction as set forth in Education Code Section §42238.1.

Analysis of Fiscal Impact of Bill

Approximately \$7.3 million annually in General Fund expenditure for local assistance to participating school districts (\$1000 x 7300 interns); no increase in state administrative costs (administrative support was increased last year and the increase in local assistance funding would not necessitate additional work for Commission staff).

Analysis of Relevant Legislative Policies by the Commission

The following guideline appears to apply to this measure:

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 time.

Reasons for Suggested Position

The cap on state funding per intern under the Alternative Certification Program has remained at \$1500 for several years. In analyzing California's teacher shortage, Dr. Linda Darling Hammond of Stanford concluded that \$1500 is not sufficient to provide quality for interns.

The current grant amount plus matching funds allows projects to minimally perform the services needed to fully prepare teachers through the intern program. Currently, programs are limited by cost to serve only schools within a short distance from each other. The cost of travel for the purpose of monitoring and supporting interns prohibits placing interns in schools that are often in the most dire need of well prepared teachers, particularly in the rural areas of the state.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number: Assembly Bill 457
Author(s): Assemblymember Jack Scott
Sponsor(s): Assemblymember Jack Scott
Subject of Bill: Clean-Up Statutes Governing Professional Discipline
Date Introduced: February 16, 1999
Status in Leg. Process: Introduced
Current CCTC Position: None
Recommended Position: Sponsor
Date of Analysis: February 17, 1999

Analyst(s): Rod Santiago

Summary of Current Law

Current law requires the Commission on Teacher Credentialing to revoke the teaching credential and deny an application for a teaching credential of any individual convicted of specified sex offenses. The list of specified sex offenses is found in Education Code section 44010. Current law inadvertently omits certain internet-based sex from the list of specified mandatory revocation offenses.

Analysis of Bill Provisions

This bill would add to the list of specified sex offenses those crimes involving the sale, possession, transport, distribution, and/or publication of obscene and pornographic material, including obscene and pornographic material stored electronically and made available via computer-generated imagery (e.g., computers, CD-ROM, computer software, and the internet). In particular, this bill would add to section 44010 those provisions of the Penal Code which are designed to protect children from exposure to such obscene and pornographic material.

Analysis of Fiscal Impact of Bill

Although the proposed statutory changes could result in a small reduction in the number of cases receiving discretionary review by Commission staff and the Committee of Credentials (and an even smaller reduction in the number of cases being forwarded to the Attorney General's Office for administrative hearing), the number of cases affected would represent a relatively minor change in the Commission's disciplinary caseload. Consequently, the anticipated fiscal impact (and impact on staff's workload) would be negligible.

Analysis of Relevant Legislative Policies by the Commission

The following guideline appears to apply to this measure:

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.

Organizational Positions on the Bill

Unknown at this time

Reasons for Suggested Position

Given the recent rise in the electronic dissemination of obscene and pornographic material, and the increased likelihood that children may be exposed to it, the addition of such offenses to section 44010 is a logical and prudent public safety response to a growing problem.

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 466
Author(s):	Assemblymember Kerry Mazzoni
Sponsor(s):	Assemblymember Kerry Mazzoni
Subject of Bill:	Omnibus Clean-Up Bill
Date Introduced:	February 16, 1999
Status in Leg. Process:	Introduced
Current CCTC Position:	None
Recommended Position:	Sponsor
Date of Analysis:	February 17, 1999
Analyst(s):	Rod Santiago

Summary of Current Law

Current law allows certain individuals to serve as site supervisors at child development centers. Prior to a change in law, employers could assign persons who had a Children's Center Instructional Permit and six semester units of preschool administration to serve as site supervisors.

Current law requires preliminary credential candidates to demonstrate competency in the use of technology, beginning January 1, 2000. To meet this requirement, candidates must successfully complete a course at a college or university.

Current law allows the Commission to issue two-year preliminary teaching credentials for qualifying out-of-state trained multiple and single subject teaching credential applicants. These credentials may be renewed once certain prescribed requirements are met.

Signed into law last year, AB 2748 (Mazzoni, Chapter 303, Statutes of 1998) requires all candidates for a credential in special education to pass the Reading Instruction Competence Assessment (RICA), with the exception of those seeking a certificate to serve in preschool settings.

Current law establishes the California Mathematics Initiative for Teaching for the purpose of increasing the number of teachers who are competent and certificated to teach mathematics by providing incentive grants to school districts and county offices of education. CCTC is required to administer this program.

Current law allows a person who holds a Clinical or Rehabilitative Services Credential to serve as a speech therapist in a school district.

Analysis of Bill Provisions

The bill would provide technical clean up in six different areas. It would:

- 1) Allow those individuals serving in child development administrative positions prior to 2/1/97 to continue to serve as Site Supervisors or Program Directors;
- 2) Provide an alternative for credential candidates - an assessment to verify computer competence in lieu of course work;
- 3) Allow an out-of-state trained special education teacher to obtain a two-year preliminary teaching credential, further easing the route into California for credentialed special educators;
- 4) Correct a drafting error in the 1998 law by exempting candidates for special education *credentials* for service in preschool settings as well as special education *certificates* to serve in such settings;
- 5) Place the loan recovery portion of the California Mathematics Initiative for Teaching with the Student Aid Commission; and,
- 6) Allow school districts to employ well-prepared state licensed speech and language therapists who have passed CBEST and been cleared of any criminal history.

Analysis of Fiscal Impact of Bill

Staff believes that the costs of this bill would be negligible.

Analysis of Relevant Legislative Policies by the Commission

The following guideline appears to apply to this measure:

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 time.

Reasons for Suggested Position

- 1) Some individuals have been working as Child Development Supervisors or Program Directors for several years under regulations governing this area. When the new child development permit structure went into place, the regulations inadvertently failed to "grandfather" these individuals into their existing assignments.
- 2) By providing an alternative for credential candidates needing to meet the computer competency requirement, the bill would assist in recruiting credentialed teachers from other states.
- 3) Out-of-state trained special education teaching credential applicants can only qualify for an emergency permit until regular education courses are completed.
- 4) Although AB 2748 (Mazzoni, Chapter 303, Statutes of 1998) intended to except those who "provide educational services to children from birth through prekindergarten who are eligible for early intervention special education and related services", it does not completely cover all these individuals with the use of the term "certificates".
- 5) Last year, Governor Wilson signed AB 496 (Lempert, Chapter 545, Statutes of 1998) contingent upon a commitment by the author to insure that clean-up legislation in 1999 would involve the Student Aid Commission in the administration of the loan

assumption program. By placing the loan recovery portion of the program with the Student Aid Commission, the bill would involve the Student Aid Commission in the program in their area of expertise.

6) 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.

It is for these reasons that staff is recommending a position of **SPONSOR**.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 471
Author(s):	Assembly Member Jack Scott
Sponsor(s):	Assembly Member Jack Scott
Subject of Bill:	Emergency Permits
Date Introduced:	February 16, 1999
Status in Leg. Process:	Introduced
Current CCTC Position:	None
Recommended Position:	Sponsor
Date of Analysis:	February 17, 1999
Analyst(s):	Linda Bond and Maureen McMurray

Summary of Current Law

Current law requires that school districts sponsoring emergency permit applications verify that a search has been made for fully credentialed teachers but that the district has been unable to recruit a sufficient number of these teachers to meet staffing requirements. The employing agency then files with the California Commission on Teacher Credentialing (CCTC) an annual Declaration of Need for Fully Qualified Educators. Current law allows the CCTC to issue emergency permits to school districts for individuals who meet the requirements.

Summary of Current Activity by the Commission

The CCTC is involved with several state programs designed to expand the pool of prospective teachers, strengthen the pipeline into teaching and remove unnecessary barriers to teaching careers. Current programs that the CCTC is responsible for include the Paraprofessional Teacher Training Program and the Alternative Certification Program. The CCTC also has supported creation and expansion of the following programs: 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.

When Dr. Linda Darling-Hammond addressed the CCTC early in 1998, she described successful key elements that eliminate the use of uncertified personnel in the K-12 schools. This legislation will allow California to address one of the elements - "just say No to unqualified personnel."

Analysis of Bill Provisions

AB 471 requires the CCTC to 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. The report will identify specific subjects and teaching areas in which there are a sufficient number of newly credentialed teachers to fill the positions currently held by individuals serving on the basis of emergency permits. The CCTC will 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.

The CCTC will 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 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.

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.

Analysis of Fiscal Impact of Bill

There should be negligible fiscal impact resulting from changes in forms and procedures. There may be considerable future loss of ongoing revenue if all emergency permits and waivers are converted to two-year internship permits.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies 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.

Suggested Amendments

None.

Reason for Suggested Position

Research shows that the most important variable in student achievement is a fully prepared classroom teacher. Studies by the National Commission on Teaching and America's Future demonstrate clearly that low-achieving students perform at a level equal to other students at the same grade level when placed in classrooms with teachers who have completed rigorous teacher preparation programs. In the 1997-98 school year more than 25,000 teachers in the public schools served on emergency permits. An additional 3,000 teachers served on credential waivers. This bill will expand the pool of prospective teachers and strengthen the pipeline into teaching by:

1. aiding school districts by identifying credential areas in which there are adequate numbers of teachers available;
2. requiring that school districts search for credentialed teachers to fill positions;
3. requiring school districts, when unable to find credentialed teachers, to search for teacher interns or individuals enrolled in teacher preparation programs; and
4. assuring that prospective teachers are given adequate support and guidance.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 192
Author(s):	Assembly Member Jack Scott
Sponsor(s):	California Association of Suburban School Districts
Subject of Bill:	California Teacher Cadet Program
Date Introduced:	January 21, 1999
Status in Leg. Process:	Introduced
Current CCTC Position:	None
Recommended Position:	Support
Date of Analysis:	February 10, 1999
Analyst(s):	Maureen McMurray

Summary of Current Law

Current law, SB 824 (Greene) establishes the California Center for Teaching Careers (CalTeach) for the purpose of recruiting qualified individuals into the teaching profession. SB 824 establishes recruitment at the high school level as one of the duties of CalTeach.

Summary of Current Activity by the Commission

In 1997, the Commission sponsored legislation that established CalTeach. This legislation resulted from the California Statewide Task Force on Teacher Recruitment which was co-sponsored by the Commission. Many of the task force's recommendations have been addressed, however, the recommendation for teacher recruitment at the high school level has not yet been implemented.

Analysis of Bill Provisions

AB 192 would establish the California Teacher Cadet Program to be operated by CalTeach in conjunction with the State Superintendent of Public Instruction and the Chancellor of the California State University for the purpose of introducing public high school students to the teaching profession.

Under the provisions of this bill, CalTeach would develop a grant program to assist school districts to offer yearlong coursework designed to expose high school students to teaching careers. Such coursework would emphasize the development of "hands-on" curriculum. A school district that participates in the California Teacher Cadet Program would receive a one-time grant of \$2,500 from the General Fund to cover program start-up costs at the school level.

Analysis of Fiscal Impact of Bill

AB 192 will have no fiscal impact on the Commission.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

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.

Suggested Amendments

None.

Reason for Suggested Position

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. This measure will aid in the implementation of SB 824 (Greene), which the Commission sponsored. This measure is consistent with the recommendations made by the Commission's Statewide Task Force on Teacher Recruitment.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 237
Author(s):	Senator Betty Karnette
Sponsor(s):	United Teachers of Los Angeles
Subject of Bill:	Administrative Services Credential Requirements
Date Introduced:	January 25, 1999
Status in Leg. Process:	Introduced
Current CCTC Position:	None
Recommended Position:	Oppose
Date of Analysis:	February 16, 1999
Analyst(s):	Maureen McMurray

Summary of Current Law

An Administrative Services Credential authorizes the holder to serve as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, dean, supervisor, consultant, coordinator, or in equivalent or intermediate level administrative positions. Current law requires completion of three years of successful, full-time classroom teaching or services experience; completion of an Administrative Services Preparation Program; and an offer of employment to qualify for a Preliminary Administrative Services Credential. Current law allows a person with a valid administrative or supervisory credential issued under previous law and regulation to serve in an administrative position. Certain exceptions to the requirement for a credential are also provided.

Summary of Current Activity by the Commission

In 1990 the Commission initiated a comprehensive study of the standards and requirements of the Administrative Services Credential. As a result of this study, in 1993 the Commission adopted the recommendations made by the advisory panel and sponsored legislation (SB 322, Morgan) which put into place the legal framework for the structural changes of this new design for administrator preparation. The Commission adopted program standards based on the recommendations of the advisory

panel for the Administrative Services Credential Programs in March of 1995. There are currently 49 institutions of higher education which are accredited to offer administrator preparation programs.

Analysis of Bill Provisions

This bill would provide that a person may not qualify for an Administrative Services Credential unless he or she has at least ten years of classroom teaching or school counseling experience. The requirement would not apply to persons employed as an administrator before December 31, 1999.

This bill would preclude holders of School Psychology, School Social Work, School Child Welfare and Attendance, Library Media Services, Health Services and Clinical and Rehabilitative Services Credentials from using experience authorized by their credentials even though these credentials are accepted as prerequisites for the Administrative Services Credential. This bill would require these individuals to obtain a teaching or school counseling credential and teach or counsel for ten years before qualifying for an Administrative Services Credential.

This bill also mandates that, as of July 1, 2001, all persons serving in an administrative or supervisory position must hold a valid preliminary or professional administrative services credential, therefore, eliminating all assignment options including Education Code Sections 35029, 44270.2, 44834, and 44861 which allow individuals to serve in an administrative position without holding the Administrative Services Credential. It would also preclude holders of earlier types of administrative or supervisory credentials from serving in an administrative position.

Analysis of Fiscal Impact of Bill

This bill could affect the number of people who enroll in the programs, and, thereby, affect the number of applications the Commission receives for the Administrative Services Credential. Last year the Commission issued 2,937 administrative services credentials to first time holders, however, it is unknown how many of these applicants had at least ten years of classroom teaching or school counseling experience. Therefore, the fiscal impact to the Commission is unknown.

Applicable CCTC Legislative Policies and Guidelines

The legislative guideline that applies to SB 237 is:

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.

Suggested Amendments

None

Reason for Suggested Position

By specifying that on and after January 1, 2000, a person may not qualify for an Administrative Services Credential unless he or she has at least ten years of classroom teaching or school counseling experience, SB 237 would adversely affect those individuals who are currently enrolled in Administrative Services Credential Programs. Under the provisions of this bill, an individual who currently holds a Certificate of Eligibility or is currently enrolled in an Administrative Services Program would be required to go back to teaching or counseling for seven years before qualifying for the Preliminary Administrative Services Credential.

This bill would also eliminate the assignment of holders of earlier types of administrative or supervisory credentials to serve in an administrative position. During a time in which there is a professed shortage of school administrators, it would be unwise to reduce the pool of eligible candidates.

SB 237 is in opposition to the recommendations of one of the Commission's advisory panels made when the credential requirements were revised. Staff is not aware of any research studies that show that serving as a classroom teacher for ten years would make a person a more effective administrator than someone with three years of experience. Staff also made inquiries of researchers from around the state who were not aware of research showing any correlation between an extended length of time as a teacher and success as an administrator. For these reasons, staff is recommending the Commission take a position of **OPPOSE**.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Status Report on AB 496 Implementation

✓ Action

Prepared by: Ellen Venturino, Consultant

Professional Services Division

Status Report on AB 496 Implementation

**Professional Services Division
February 17, 1999**

Executive Summary

On September 17, 1998, the Governor signed AB 496 (Lempert, Chapter 545), a bill sponsored by the Commission to address the shortage of teachers who are competent and certified to teach mathematics in K-12 schools.

This legislation was an outgrowth of a report issued by the Commission in October 1997 entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California*. In that report, it was noted that the need for fully qualified mathematics teachers outstripped supply by *at least* 3,794 teachers in 1995-96 and that demand and supply trends indicated that this gap would continue to widen substantially in the ensuing years. The serious shortage, coupled with the almost contemporaneous adoption of K-12 academic content standards in mathematics and the prospective adoption of instruments to assess students against those standards, underscored the urgency of taking positive action to ensure that every California pupil has a teacher who is fully qualified to teach the mathematics he or she is to learn.

To address this need, AB 496 enacted the California Mathematics Initiative to do three things:

- (1) Establish a program of grants to local education agencies which apply to administer a loan forgiveness program through which certificated teachers would receive a forgivable loan for the cost of math preparation work in return for future service as a fully certified math teacher;
- (2) Require the Commission to establish standards for the award of supplementary authorizations, including those in mathematics, as another option in addition to the "unit and course work" option provided in regulation; and
- (3) Open an alternative, standards-based route to meeting requirements for the supplementary authorization through highly intensive professional development or local subject matter programs.

Fiscal Impact Summary

AB 496 appropriated a total of \$1.580 million to fund the grant and loan forgiveness program (\$1.5 million) and the administrative costs of the Commission (\$80,000). The 1999-00 Governor's Budget proposes to continue this level of funding in 1999-00 in addition to a \$49,000 cost-of-living adjustment. Under the provisions of AB 496, the program is intended to be funded through 2003-04, a total of 6 years.

Staff Recommendation

Staff recommends that the Commission approve the attached draft Request For Proposals (RFP) to disseminate the grant funds and establish the loan forgiveness programs.

Status Report on AB 496 Implementation

Professional Services Division
February 10, 1999

On September 17, 1998, the Governor signed AB 496 (Lempert, Chapter 545), a bill sponsored by the Commission to address the shortage of teachers who are competent and certified to teach mathematics in K-12 schools. This legislation was an outgrowth of a report issued by the Commission in October 1997 entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California* in which the Commission documented the existing shortage, growing demand, and declining new supply of fully credentialed math teachers.

This agenda item is intended to refresh the background on the problem addressed in AB 496 and give the Commission specific information about the contents and requirements of AB 496.

Teacher Shortage. It is estimated that California will need upwards of 300,000 new teachers by the end of the next decade to replace retiring teachers and provide a sufficient number of teachers to school the burgeoning K-12 population and fully implement the Class Size Reduction program. While new teachers will be needed for every subject, staff think it is safe to assume that a substantial number will be needed to teach math in either self-contained classrooms or departmentalized settings.

Compounding this impending need for additional math teachers is the fact that California starts out with an *existing* shortage of teachers who are fully qualified to teach math, with shortages being especially pronounced in many urban and rural areas. The existing shortage was evidenced by the large number of teachers who are assigned to teach math under emergency permits and credential waivers, local assignment options, who are misassigned, or received their credentials and authorizations under previous, less rigorous standards governing subject matter preparation.

Finally, the 1997 Commission report also noted that the trend in supply of new credentialed math teachers is not favorable and only serves to exacerbate the current shortage and growing need for math teachers; specifically, that the issuance of single subject credentials in math and the number of students receiving degrees in math are both declining. The report concluded that in 1995-96, the need for fully qualified mathematics teachers outstripped supply by *at least* 3,794 teachers and that this gap would widen.

Developments in K-12 education reinforced the need to address the math teacher shortage problem. The NAEP test results showed that, in 1996, California students trailed in mathematics, scoring third from the bottom on a ranking with other States. During 1997 and 1998, the State Board of Education adopted pupil content standards in the core academic subjects, one being mathematics, which detailed what pupils are expected to know and be able to do, and began the process of adopting instruments to test pupils against those standards.

The notion that every K-12 pupil must have access to teachers who are qualified to effectively prepare students to meet the new academic standards came to critical mass for the Governor and the Legislature in 1997 and 1998, and numerous legislative initiatives, including AB 496 in 1998, were enacted to address the issues of teacher qualifications and supply generally and the existing shortage, growing demand, and dwindling supply of math teachers specifically.

AB 496. AB 496 was enacted to increase the number of teachers who are competent and certified to teach mathematics in K-12 schools. AB 496 does three main things:

- Establishes a program of grants to local education agencies to increase the number of teachers who are competent and certified to teach math;
- Requires the Commission to establish standards for the award of supplementary authorizations, including those in mathematics, while maintaining the "unit and course work" route spelled out in regulation for earning a supplementary authorization in mathematics;
- Opens an alternative, standards-based route for candidates to meet the requirements for the supplementary authorization by permitting professional development programs to be approved to offer such preparatory programs.

Grant and loan forgiveness program

AB 496 appropriated to the Commission \$1.580 million for the first year of a six year program of grants to be administered by the Commission. Of this \$1.580 million, \$1.5 million was provided for grants and \$80,000 for the Commission's administration costs.

Local education agencies (school districts, consortia of school districts, and county superintendents of schools) which desire to receive a grant are required to submit to the Commission a plan to increase the number of teachers who are qualified and certificated in mathematics. The Commission is to determine the number and amount of grants to fund based on the availability of funds and the relative quality of the plans received.

The grants are to be used by local education agencies (LEAs) to pay for tuition, academic fees, and textbooks required in course work and programs that meet state teacher preparation standards and lead to a credential, concentration or supplementary authorization in mathematics. First priority for this assistance is accorded to currently certified teachers who are teaching mathematics outside the authorization of their credential. Second priority is accorded to currently certified teachers who are teaching a non-shortage subject and who are not, but would like to be, certified to teach mathematics.

Teachers who avail themselves of the assistance provided in AB 496 will receive the assistance in the form of a loan which will be forgiven to the extent they fulfill a promise to teach math in one or more schools in the jurisdiction of the LEA for one year for every \$2,500 in financial assistance received. Teachers may receive financial assistance for no more than four consecutive

years and not to exceed \$7,500.

Standards for Supplementary Authorization in Mathematics

AB 496 requires the Commission to establish standards for the award of supplementary authorizations, including supplementary authorizations in mathematics. In a letter dated February 12, 1999 (attached), the Commission's Executive Director requested nominations to a panel which will convene in April 1999 and meet again in May 1999 to draft standards in mathematics for the Commission's consideration in early Summer 1999. Commission staff are following standard Commission procedures for the creation of advisory panels in convening this panel.

In addition to drafting standards, the panel will be asked to compare current regulations governing the award of supplementary authorizations to the new mathematics framework and pupil content standards adopted by the State Board of Education and recommend changes, as necessary, to the course of study required in regulations. Staff are asking this because it appears that the current requirements for a supplementary authorization in mathematics require teachers to know no more than pupils should be learning. The panel will be asked to recommend a course of study that requires teachers to know more math than the students.

Staff note that AB 496 did not establish deadlines for the development of supplementary authorization standards and, other than for math, it did not include or exclude specific supplementary authorization subjects for which standards should be developed. At a later date, staff will bring a sequel to this agenda item to the Commission which provides recommendations on developing standards for supplementary authorizations in other subjects.

Alternative Routes

AB 496 establishes two new options in the teacher preparation process. First, AB 496 provides an alternative to (and does not eliminate) the existing "units and course work" route that is spelled out in regulation for earning a supplementary authorization in mathematics. Under the new route, the Commission would approve, to the extent they meet standards, subject matter programs that are preparatory for a supplementary authorization. Candidates completing approved programs would be recommended by the preparing institution or program to the Commission to receive a supplementary authorization to their credential. This process would be virtually identical to the one used in recommending candidates for a full credential.

The standards-based, program-approval alternative will give the Commission greater assurance that the content and quality of the course work or program is appropriate to the authorization, and it will provide candidates who go an approved programs greater assurance that the course work they take will count toward the authorization they seek. In contrast, under the current "units and course work" option provided in regulation, candidates apply directly to the Commission to expand the authorization of their credential and, in doing so, must provide evidence that they have taken 10 upper division semester units or 20 total semester units which include courses in specific topics (e.g. college algebra, geometry). Commission staff make the decision to award the supplementary authorization based on the documentation provided, but only *after* the candidate has completed the course work.

Second, AB 496 requires that the Commission recognize, for the purpose of awarding supplementary authorizations, completion of a highly intensive standards-based course of study provided by a professional development program. Essentially, this provision encourages professional development programs, like the California Mathematics Project, to develop highly intensive subject matter programs which meet Commission standards, are approved by the Commission, and prepare teachers to earn a supplementary authorization in mathematics. This new route will provide additional access - location, schedule, intensity - for candidates considering preparatory work in mathematics. AB 496 grant funds would be available to LEAs which elect to send teachers through these alternative preparatory programs.

Other Pertinent Provisions of AB 496. AB 496 requires an evaluation of the grant and loan forgiveness program by January 1, 2004, and the Commission to recover funds from teachers who do not fulfill their teaching obligation. As a reminder to the Commission, however, AB 496 was signed with a signature message from the Governor requesting clean-up language that would require the Student Aid Commission rather than the Commission to administer the loan program. This was agreed to by the author prior to signing, and the Commission approved language that would accomplish this at the February 1999 Commission meeting.

Finally, AB 496 increases from 500 to 4,500 the authorized number of APLE loan awards and directs 2,000 awards to applicant who agree to obtain a credential in mathematics or science.

Related Legislation. In addition to AB 496, the Governor also signed AB 2442 (Mazzoni) establishing a program of grants to reimburse local education agencies for the fee and materials costs of mathematics course work. In order to be eligible for this assistance, a teacher must be assigned to teach mathematics outside the authorization of his/her credential or be assigned to teach in a self-contained classroom and not have competed more than three college-level courses in mathematics. Under the provisions of AB 2442, \$14.3 million will be disseminated by the California Department of Education to local education agencies for this purpose.

The key similarities and differences between AB 496 and AB 2442 are:

- AB 496 provides math preparation to teachers credentialed in non-shortage subjects who are *not* assigned to teach mathematics and *also* to teachers who are assigned but underprepared. The assistance in AB 2442 is directed only to the latter group. (The draft RFP contains a prohibition against receiving assistance from both programs to provide the same service to the same person.)

AB 496 requires teachers to take mathematics course work that leads to a credential or supplementary authorization and, in exchange for financial assistance, to serve as a math teacher for a specified period after earning the credential or authorization. AB 2442 focuses on increasing the general content knowledge of teachers, reimburses the cost of math preparation work leading to a mathematics minor, major, teaching credential or advanced degree, and does not establish a service requirement.

Request for Proposals

Announcing the Availability of State Grants To Develop Programs for Teachers that Provide for Subject Matter Preparation Culminating in a Credential or Supplementary Authorization to Teach Mathematics in K-12 Public Schools

Response Deadline: April 28, 1999

**Commission on Teacher Credentialing
State of California
March 10, 1999**

Key Information for Potential Respondents to this RFP

Important Dates

April 2, 1999:	Deadline for Submission of Written Questions about this RFP
April 2, 1999:	Deadline for Submission of Intent to Bid Form (attached)
April 9, 1999:	Date Commission Will Respond to Written Questions
April 28, 1999:	Date Proposals Must Be Received By the Commission
June 8, 1999:	Date of Grant Award Announcements

Submit Written Questions to:

*Commission on Teacher Credentialing
Professional Services Division
Attention: Suzanne Tyson
1900 Capitol Avenue
Sacramento, CA 95814-4213
or
styson@ctc.ca.gov*

Submit 5 Copies of Your Funding Proposal Response to:

*Commission on Teacher Credentialing
Professional Services Division
Attention: Suzanne Tyson
1900 Capitol Avenue
Sacramento, CA 95814-4213*

**Intent to Submit a Proposal For Funding Pursuant to
the California Mathematics Initiative for
a Program of Mathematics Subject Matter
Preparation**

Name of Institution: _____
Contact Person: _____
Phone Number: _____
FAX Number: _____
Mailing Address: _____

E-mail: _____

FAX no later than April 2, 1999 to:

Suzanne Tyson
California Commission on Teacher Credentialing
FAX (916) 327-3165
or
Mail to: 1900 Capitol Avenue
Sacramento, CA 95814-4213
(Must be received by April 2)

**Part One:
Background Information**

The California Commission on Teacher Credentialing (Commission) announces the availability of \$1.5 million in grants provided through the California Mathematics Initiative for Teaching to address the shortage of fully qualified teachers of mathematics. Specifically, funds are available to create local programs that provide for teachers course work and/or programs in subject matter preparation culminating in a credential or supplementary authorization to teach mathematics in K-12 public schools. These funds are available for the first time in 1998-99 and, once awarded, will be available to the grantee for expenditure for three years. It is anticipated that continued funding will be available for local programs qualifying on an annual basis for up to six years, however, the Commission wishes applicants to be aware that the availability of continued funding beyond 1998-99 is, nonetheless, dependent on future state budget appropriations.

The California Mathematics Initiative for Teaching was enacted through the provisions of Assembly Bill 496 (AB 496, Lempert) which was sponsored by the Commission, signed by Governor Wilson on September 17, 1998 (Chapter 545), and appropriated \$1.5 million for first year funding of the new grant program. The legislation was an outgrowth of a report issued by the Commission in October 1997 entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California* in which the Commission documented the existing shortage, growing demand, and declining new supply of fully qualified and credentialed mathematics teachers.

AB 496 requires three things of the Commission in addressing the mathematics teacher shortage problem:

- Requires the Commission to administer a program of grants to local education agencies to increase the number of teachers who are competent and certified to teach math. (See Part II of this document for details);
- Requires the Commission to establish standards for the award of supplementary authorizations, including those in mathematics, while maintaining the "unit and course work" route established in regulation for earning a supplementary authorization in mathematics;
- Requires the Commission to approve alternative, standards-based routes for candidates to meet the requirements for the supplementary authorization by permitting professional development programs to be approved to offer such preparatory programs.

In addition, AB 496 increases from 500 to 4,500 the authorized number of loans under the Assumption Program of Loans for Education (APLE) program and requires that 2,000 loans be distributed to prospective teachers who agree to earn a credential in either mathematics or science. The California Student Aid Commission administers the APLE program.

Standards for Supplementary Authorizations in Mathematics. As mentioned above, AB 496 requires the Commission on Teacher Credentialing to establish standards for the award of supplementary authorizations, including supplementary authorizations in mathematics. Commission staff have begun the process of convening an advisory panel to draft standards in mathematics for the Commission's consideration in early Summer 1999.

In addition to drafting standards, the panel will be asked to compare current regulations governing the award of

supplementary authorizations to the new mathematics framework and pupil content standards adopted by the State Board of Education and recommend changes, as necessary, to the course of study required in regulations. Changes would be approved which would ensure that teachers have successfully completed course work that covers and goes a measure beyond what students would be required to know pursuant to the pupil standards and framework. The Commission anticipates that any change to regulations would be proposed and enacted in 1999.

Alternative Standards-Based Routes. AB 496 establishes two new options in the teacher preparation process. First, AB 496 provides an alternative to the existing "units and course work" route that is established in regulation for earning a supplementary authorization in mathematics. Under the new, alternative route, institutions of higher education will be permitted to develop subject matter programs that are based on standards and preparatory for a supplementary authorization, and submit program materials to the Commission for its approval based on whether the program meets the standards. Candidates completing approved programs would be recommended by the preparing institution or program to the Commission to receive a supplementary authorization to their credential in much the same way as candidates are recommended for a full credential.

Second, AB 496 requires that the Commission recognize, for the purpose of awarding supplementary authorizations, completion of a highly intensive standards-based course of study provided by a professional development program. This provision permits professional development programs to develop highly intensive subject matter programs which meet Commission standards, are approved by the Commission, and prepare teachers to earn a supplementary authorization in mathematics. AB 496 grant funds may be used by grant recipients to send teachers through these alternative preparatory programs once standards and programs are approved by the Commission.

Related New Program. In addition to AB 496, Governor Wilson also signed AB 2442 (Mazzoni, Chapter 316, Statutes of 1998) establishing a program of grants to reimburse local education agencies for the fee and materials costs of mathematics course work. In order to be eligible for this assistance, a teacher must be assigned to teach mathematics outside the authorization of his/her credential or be assigned to teach in a self-contained classroom and not have completed more than three college-level courses in mathematics.

The key similarities and differences between AB 496 and AB 2442 are:

- AB 496 provides math preparation to teachers who have credentials in non-shortage subjects who are *not* assigned to teach mathematics and *also* to teachers who are assigned outside the authorization of their credential. The assistance in AB 2442 is directed only to the latter group.
- AB 496 requires teachers to take mathematics course work that leads to a credential or supplementary authorization and, in exchange for financial assistance, to serve as a math teacher for a specified period after earning the credential or authorization. AB 2442 focuses on increasing the general content knowledge of teachers, reimburses the cost of math preparation work leading to a mathematics minor, major, teaching credential or advanced degree, and does not establish a service requirement.

Under the provisions of AB 2442, approximately \$14 million will be disseminated by the California Department of Education to local education agencies. For more information on this program, please contact the California Department of Education.

Part Two: Program Requirements and Conditions

AB 496 establishes a program of grants to fund local programs that provide for teachers course work and/or programs in subject matter preparation culminating in a credential or supplementary authorization to teach mathematics in K-12 public. AB 496 establishes a number of requirements related to the grants and delegates to the Commission the responsibility for establishing criteria and procedures governing the grant award, selection, and monitoring process. The statutory and administrative requirements of the program are detailed below.

- 1. Grant eligibility.** Local education agencies (LEAs), which include school districts, consortia of school districts, and county superintendents of schools, may apply for a grant by submitting to the Commission a proposal which includes a plan to increase the number of teachers who are qualified and certified to teach mathematics. The Commission will determine the number and amount of grants to fund based on the availability of funds and the relative quality of the proposals received.
- 2. Use of Grant Funds.** The grants are to be used by recipients to pay for eligible teachers the cost of tuition, academic fees, and textbooks that are required in course work and programs that meet state teacher preparation standards and lead to a credential or supplementary authorization in mathematics. A grant recipient may arrange to pay tuition and academic fees directly to the institution which provides instruction or may reimburse the eligible teacher based on receipts for these costs and receipts for related textbooks and course materials.

A grant recipient may spend up to 6.5 percent of its grant for local program administration.

Program funds are to be provided in the form of a forgivable loan to the eligible teacher. In return for financial assistance, teachers must agree in writing on forms provided by the Commission on Teacher Credentialing to teach mathematics, upon earning a credential or supplementary authorization, in a public school under the jurisdiction of the grant recipient for a period of one year for every increment of \$2,500 in assistance received. The length of required service is determined by rounding the dollar amount of financial assistance to the nearest multiple of \$2,500. For example, \$3,750 rounds to \$5,000 and would require two years of service. Teachers who work on a less than full-time basis will have longer to fulfill their service requirement. For example, a teacher working on a 50 percent time basis will take four years to fulfill a two year service requirement (4 years * .50 time basis = 2 year requirement). Once the assisted teacher completes his or her required service, the

loan is forgiven.

Teachers who do not complete the required service must repay the loan. For example, a teacher who receives \$3,750 in loan assistance, and owes two years of service but teaches for one year, would repay \$1,750 to the Commission. Teachers who receive financial assistance but do not complete the requirements to earn a credential or supplementary authorization in mathematics must repay all assistance. (Under the provisions of pending clean-up legislation to AB 496, it will be clarified that repayments will be limited to the amount of assistance for which service was not provided (instead of all assistance), and administration of the loan forgiveness component will be transferred from the Commission to the Student Aid Commission which will collect defaulted loan balances and remit the funds to the Commission on Teacher Credentialing).

3. Eligible Teachers. Grant funds are to be used, in priority order, to assist currently certified teachers who are employed by the grant applicant.

- **First Priority.** Certificated teachers who are teaching mathematics outside the authorization of their credential are to receive first priority for assistance.
- **Second priority.** Certificated teachers who are teaching a subject for which there is no shortage of certificated teachers and who are not authorized or certified to teach mathematics are to be accorded second priority.
- **Third priority.** Teachers who are authorized to teach mathematics but were prepared in conformance with previous credential requirements and wish to meet current requirements for the single subject credential or requirements that will be adopted by the Commission in 1999 for the supplementary authorization in mathematics may be served as a third priority.

To the extent that a grant award is found insufficient to meet the training needs of all eligible teachers who desire subject matter preparation, grantees are to serve eligible teachers in priority order and within each priority, teachers are to be selected based on the overall needs of the grantee's mathematics instruction program. When making a final selection from teachers who meet the overall program needs, grantees are to select the teachers which demonstrate the highest financial need based on family size and income from the most recent calendar year. The Commission will provide guidelines for this with the grant award letter.

Grant applicants which propose to serve teachers in this second priority category must affirmatively state in their proposal that, in doing so, they will not create a shortage in another subject area.

Proposals which state intent to apply for funds from the Standards-Based Staff Development Program enacted in AB 2442 (Mazzoni) to serve teachers in the first priority category and propose to use AB 496 funds for the second priority category will not be downgraded for doing so. Grantees, however, may not use both AB 496 and AB 2442 grants to provide the same service to the same teacher.

4. Maximum amount of assistance per teacher. Eligible teachers may receive financial assistance for no more than four consecutive years and for a total not to exceed \$7,500.

5. Conditions of assistance. Prior to entering into any loan forgiveness agreement with any teacher, the grant recipient must ensure that the LEA employer and the teacher have developed for the teacher a professional development plan, signed by the teacher and employer, which (1) states the professional goal (earn a supplementary authorization, single subject credential, or update preparation to meet current credential requirements), and (2) identifies the course work, sequence and timing, and program, if applicable, that the teacher will pursue to satisfy the applicable subject matter preparation requirements. Grant recipients are to maintain files for each assisted teacher containing the professional development plan, written loan agreement, and receipts documenting all program costs.

6. Reporting. Each grant recipient will be required to adhere to the following schedule for reporting to the Commission on the status of its program.

- **January 14, 2000:** Report is due on the status of the program's implementation as it relates to the plan submitted with the grantee's proposal. Also included in this report will be information for each priority category and totals on the number of teachers assisted, dollars expended, and the number of assisted teachers whose professional development plan goal is a supplementary authorization or single subject credential in each priority category one and two.
- **July 31, 2000 & July 31, 2001 & July 31, 2002:** Reports are due each year through the year that grant funds are fully expended. These reports will include the program information required in the January 14, 2000 report, for the year and cumulative, and also a year-end and cumulative accounting of program and administrative expenditures from grant funds.

Part Three: Elements of a Responsive Grant Proposal

To be responsive to this RPF invitation and considered for a grant, a proposal must include the following **five** elements:

1. Demonstrated need. Need for the program should be evidenced by the number of fully qualified teachers needed to teach mathematics in departmentalized settings (for which a single subject credential, and a supplementary authorization are needed) and the shortage of such teachers as evidenced by: the number of credentialed teachers who are teaching mathematics outside the authorization of their credential in settings that require a supplementary authorization and a single subject authorization; the number of teachers who are credentialed in a non-shortage subject and who could be retrained

without creating a shortage in the subject of their current authorization; the number of credentialed teachers of mathematics who were credentialed under previous requirements for subject matter preparation and could benefit significantly from additional preparation; and the number of teachers providing mathematics instruction without a credential in a departmentalized setting for which a supplementary authorization or single subject credential is otherwise required (i.e., teaching mathematics with an emergency permit and no underlying credential or credential waiver).

Also include any information on student achievement and course attainment as it relates to the shortage of fully qualified mathematics teachers.

2. Comprehensive Plan. The comprehensive plan must include strategies to address the shortage of fully qualified mathematics teachers and, preferably, will propose multiple strategies that are organized to create a coherent, credible effort. The plan must describe efforts that will be made possible with the AB 496 grant and should include any efforts that will be undertaken with other sources of funds, for example, in the areas of recruiting strategies and incentives, pre-service training, and professional development, and the source and amount of these funds. If the grant applicant operates a pre-intern or district/university intern program, also include a description of how the AB 496 program would articulate with those programs. If the grantee intends to apply for AB 2442 funds, the plan should reflect this.

A proposal should provide the following information specific to the AB 496 program:

3. Rationale for AB 496 proposal. Discuss the proposed use of AB 496 funds and how the AB 496 proposal relates to and serves the comprehensive plan. Within that discussion, also include information on the number of teachers who will be assisted from each of the priority categories; and number of teachers who will be assisted to earn single subject credentials, supplementary authorizations, and preparation conforming to current requirements.

4. Quality of design and ongoing support. Discuss plans to recruit, select, and support appropriate candidates for this program. Include in the discussion, specific recruitment and selection efforts that will be used to identify, inform, encourage, and give incentives to participate to eligible teachers who are most likely to persist in the program and succeed as a mathematics teacher. (Please also include any evidence of current interest in the program among eligible teachers.) Also include how a teacher's prior experiences and successes will be used in selection.

If the applicant proposes to serve teachers in the second priority category, a statement must be included that doing so will not create a shortage in another instructional subject area and the applicant should briefly describe the measures that will be taken to prevent such a shortage from occurring.

Please also provide the name(s) of the institution(s) which likely will provide instruction.

Also include in the discussion, plans for monitoring progress and providing support to assisted teachers, specifically, a description of the expected frequency of progress reviews vis-à-vis the professional development plan, and the position and qualifications of the person who will work with teachers in developing and reviewing the plans. Also include the type of assistance teachers will receive from the applicant in the course enrollment process, release time, and paying for incidental expenses etc.. If the program director will not be the RFP contact person, also include his/her title and experience related to professional development and subject matter/professional preparation.

5. Budget and cost effectiveness. Show budget including planned expenditures for instruction, textbooks and materials, administration, and other costs such as release time. (Note, AB 496 funds cannot be used for release time.) Please also note the name(s) of the primary institution(s) providing instruction, and also show assumptions about the number of teachers served, number of courses taken, and the per-teacher cost. Identify the amount of funds from other sources of funds that may be used to supplement the program budget. This will most likely be a three year budget.

Proposals which contain the following elements will have preference in the Commission's selection process:

1. Evidence of collaboration with institutions of higher education to develop schedules of study which permit assisted teachers to maintain their teaching schedule and take subject matter classes in the evenings, week-ends, interim, and summer on an intensive basis to hasten the acquisition of a credential or supplementary authorization in mathematics and ensure it within four years.
2. A commitment to prepare teachers whose goal is a supplementary authorization pursuant to standards or regulations adopted by the Commission in 1999 (in lieu of current requirements in regulation).

Part Four: Organization of a Proposal

To facilitate the review of proposals, each proposal should be arranged in the following overall sequence of sections.

- (A) The **front pages** of a proposal should include a *front cover* (show the grant applicant's name or consortia of names and that the document is a Grant Proposal for the California Mathematics Initiative for Teaching); a *contact page* (show the grant applicant's name(s), names and title of contact person and his/her address, phone, FAX and e-mail address); and a *table of contents* (page location of each section of text and each attachment).
- (B) The **body** of the proposal should address the elements that are described in Part Three. Section titles and headings should enable a proposal reader to locate each of the elements quickly.
- (C) The **attachments** to a proposal should include a copy of the all documents that support, as necessary, the statements in

the body of the proposal.

**Part Five:
General Application Procedures and Requirements**

There will be no "Bidders' Conference" for this RFP. No substantive questions will be answered by telephone or e-mail. Questions about this RFP are to be submitted in writing (via regular mail or e-mail) and received no later than April 2, 1999. Questions will be answered in writing by April 9, 1999 and disseminated to all who submit an Intent to Bid Form. These forms are due also on April 2, 1999. The instructions for submitting questions are on page ii. The Intent to Bid Form and instructions are on page iii.

Five copies of a grant applicant's proposal must be delivered to the Commission office no later than April 28, 1999. See page ii for where to send these copies.

**Part Six:
Proposal Review and
Grant Award Process**

The Commission reserves the right to reject any or all proposals. Upon their submission, all proposals will be the Commission's property. Following is the schedule for awarding grants pursuant to this Request for Proposals (RFP).

April 28, 1999	Five copies of the proposal are due.
May 1, 1999 - May 17, 1999	A Proposal Review Team reads, evaluates, scores and discusses each proposal submitted in response to this RFP, and identifies the highest scoring proposals. The Review Team will include Commission staff members, members from four-year and two-year institutions, and K-12 practitioners. During the team's review of a proposal, a representative of the team may pose clarifying questions to the <i>Contact Person</i> who is to be named in a front page of the proposal.
June 8, 1999	The Commission's Executive Director informs all participating LEAs of the results of the grant competition.

**Part Seven:
Proposal Evaluation Criteria**

Each Proposal Review Team member will review, evaluate and rate each grant proposal in relation to the following *Proposal Evaluation Criteria*.

Proposal Evaluation Criteria	Maximum Score: Each Criterion
(1) Need for program. The proposal demonstrates a strong need for the program and provides evidence of the condition and effect of a shortage of fully qualified math teachers.	20 Points
(2) Comprehensive Plan. The proposal includes a comprehensive plan to address the shortage of fully qualified math teachers using multiple strategies that are organized to create a coherent, credible effort.	20 Points
(3) Rationale for AB 496 program. The proposal will prepare teachers who are most unprepared and will prepare teachers in the authorization level for which there is most need (supplementary/single subject), and the proposal clearly implements a component of the comprehensive plan.	20 Points
(4) Quality of design and ongoing support. The proposal will result in the recruitment and selection of teachers who demonstrate potential and, once prepared, will fill the areas of highest need. Assisted teachers are likely to achieve their goals within four years while maintaining a full-time work schedule.	20 Points

<p>(5) Cost effectiveness. The planned expenditures are appropriate and make use of other resources to supplement and ensure the success of the program.</p>	
<p>(6) Evidence of Collaboration. The proposal contains evidence of collaboration leading to subject matter programs that are scheduled around the assisted teachers' work schedules and will ensure completion of subject matter preparation within fewer than four years.</p>	<p>30 Points</p>
<p>(7) Preparation standards. The proposal contains a commitment to prepare teachers whose goal is a supplementary authorization pursuant to standards or regulations adopted by the Commission in 1999 in lieu of the current requirements in regulation.</p>	<p>20 Points</p>

Total Possible Points 150



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PREP-3

Committee: Preparation Standards

Title: Progress Report and Initial Recommendations Regarding Implementation of AB 1620 (Scott)

✓ Action

Prepared by: Philip Fitch, Ed.D., Consultant
Professional Services Division

Summary of an Agenda Report

Progress Report and Initial Recommendations Regarding Implementation of AB 1620 (Scott Bill) Professional Services Division February 12, 1999

Executive Summary - Overview

This agenda item presents a progress report and recommendations for action by the Commission regarding the implementation of two sections of AB 1620 (Scott). AB 1620, sponsored by the Commission in the 1998-99 Legislative Year, was passed by the legislature without a single "no" vote and signed by then Governor Wilson as urgency legislation in August 1998. This agenda item refers to only two sections of the eight sections of AB 1620, specifically Sections 1 and 8. Plans for implementing Sections 2 through 7 were presented to the Commission at its November 1998 meeting.

Section 1 of AB 1620 (EC§44274) requires the Commission to conduct periodic reviews, beginning in 1998, to determine whether any state has established teacher preparation standards that are at least comparable and equivalent to teacher preparation standards in California, and to initiate negotiations with these states to provide reciprocity in teacher credentialing. If this determination is made, Section 1 of the bill requires the Commission to issue an equivalent teaching credential, permit or certificate to an applicant holding or qualifying for a teaching credential, permit or certificate awarded by a state that has entered into a reciprocity agreement with the Commission. Section 1 of AB 1620 requires the Commission to grant an appropriate credential to any applicant from another state who has completed teacher preparation equivalent to teacher preparation standards in California, whether a reciprocity agreement with other states is pending completion or the other state has declined to enter into a reciprocity agreement with California. The bill also requires the Commission to issue a five-year preliminary specialist instruction credential authorizing instruction of pupils with disabilities to an applicant who holds or qualifies for a valid special education credential from another state that has special education standards determined by the Commission to be equivalent and comparable to California's standards.

During September and October, members of the California Commission on Teacher Credentialing (CCTC) reciprocity management team met to determine ways to obtain standards and procedural documents from other states and to determine the extent to which other states' standards and procedures were both comparable and equivalent. In November, letters of request for information were sent to the other forty-nine states by the Executive Director. Also, letters were sent to select out-of-state universities that were identified by other state Departments of Education, Commissions or Professional Boards. To date material has been received from twenty-three other states and from several out-of-state universities and colleges. A nineteen-member Reciprocity Task Force was formed in November 1998 to identify procedures for determining equivalency and comparability of other states' standards, guidelines and procedures for preparing elementary, secondary and special education teachers. The Task Force met for two days in January 1999 and two days in February 1999 to develop and implement procedures for determining comparability. CCTC staff and the Task Force have enclosed a set of recommendations for the Commission to consider in this agenda item. Although AB 1620 is silent regarding the basic skills test requirement (CBEST), staff has contacted a national expert on the comparability of basic skills and subject-matter tests. Information is provided in this agenda item regarding this activity along with staff recommendations.

Policy Issues to be Resolved

The following policy questions are addressed in this agenda item:

- Are there other states that have equivalent and comparable standards and procedures for the preparation, credentialing and licensing of elementary, secondary and special education teachers?
- Are there other states that have program approval, accreditation or quality assurance procedures and policies that are comparable and equivalent to those of California?
- Are there other states that have developed and require basic skills tests and subject-matter requirements that are equivalent and comparable to those of California?
- Are there other states that wish to enter into a reciprocity agreement with California?

Relationship to the Commission's Strategic Goals and Objectives

Goals:

- Promote educational excellence in California schools.
- Take a leadership role in recruiting and preparing qualified teachers in response to class size reductions.
- Consider options including internships, waivers, emergency permits, apprenticeships, and certifications to meet the needs of California classrooms.

Fiscal Impact Statement

AB 1620 appropriated \$90,000 from the Teacher Credentials Fund for the 1998-99 fiscal year for expenditure by the Commission for the purpose of conducting a review to determine whether any state has established teacher preparation standards that meet or exceed California standards. Staff believes that these funds are sufficient to complete the initial reciprocity study but will not be sufficient to cover the on-going activities necessary to maintain reciprocity agreements with other states.

Recommendations

- That the Commission approve the initial recommendations of the AB 1620 Reciprocity Task Force related to findings of comparability in accreditation and program standards for teacher preparation in selected states reviewed to date.
- That the Commission approve the proposed procedures for determining comparability of other states' basic skills tests for teachers to the California Basic Educational Skills Test (CBEST).

That the Commission approve the proposed procedures for determining the comparability of subject-matter requirements for elementary and secondary teachers prepared in other states to subject-matter requirements for elementary and secondary teachers prepared in California.

Important Note

The following agenda item contains important information that is relevant to the Commission's policy deliberations but could not be summarized in the above spaces.

The Commission Staff and the AB 1620 Task Force recommend that the Commission approve the following decisions of the Task Force related to program accreditation procedures, elementary and secondary teacher preparation programs, and special education teacher preparation programs in states reviewed to date:

State Task Force Decision

1. Maryland	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable. • Elementary and secondary standards were found to be equivalent and comparable.
2. Colorado	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable. • Elementary and secondary standards were found to be equivalent and comparable. • The special education areas of audiology, speech pathology, orientation and mobility, deaf and hard of hearing were found to be comparable.
3. Nebraska (Important: Click here for correction notice)	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable. • Elementary and secondary standards were found to be equivalent and comparable. • The special education areas of audiology and speech pathology were found to be comparable.
4. Tennessee	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.
5. Rhode Island	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable. • Elementary and secondary standards were found to be equivalent and comparable.

6. North Carolina	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable. • Elementary and secondary standards were found to be equivalent and comparable.
7. Washington	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable. • The special education areas of audiology and speech pathology were found to be comparable.
8. Utah	<ul style="list-style-type: none"> • Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.

As the Task Force continues to meet, staff and representatives of the Task Force will bring updates and further recommendations to the Commission for its consideration and action.

Background

For more than two decades the Commission has considered the issue of credential reciprocity. To this end it has participated in a variety of activities to interact with other states to develop agreements that might allow the Commission to accept candidates prepared by accredited out-of-state institutions approved by their state's department of education, commission or board. However, specific requirements in various states have created difficulties for teachers prepared in one state who seek certification in another state. Interstate agreements in past years have been limited in scope, and have ensured little, if any, credential reciprocity between the participating states. For instance, the Commission has signed with 39 other states as a member of the NASDTEC Interstate Compact. For many states this compact is primarily an agreement to work together and does not provide for specific reciprocal agreements for teacher credentialing and licensure. In fact, credential reciprocity has not been reachable in California under any prior or current interstate agreement.

In sponsoring AB 1620, the Commission has taken a major step in establishing reciprocity with other states. This legislation permits the Commission to enter into reciprocal agreements with those states that are determined to have comparable and equivalent teacher preparation standards to those required for teachers prepared in California. The law provides:

- (a) *The commission shall conduct periodic reviews, beginning in 1998, to determine whether any state has established teacher preparation standards that are at least comparable and equivalent to teacher preparation standards in California.*
 - (b) *When the commission determines, pursuant to subdivision (a), that the teacher preparation standards established by any state are at least comparable and equivalent to teacher preparation standards in California, the commission shall initiate negotiations with that state to provide reciprocity in teacher credentialing.*
- California Education Code, Section 44274**

AB 1620 established Sections 44274, 44274.2, 44274.4, and 44274.5, introducing several provisions related to the California certification of teachers prepared in other states. At its November 1998 meeting, staff presented a plan for implementing elements of the law that apply to teachers with three to five years of teaching experience. The Commissioners approved this plan, staff has implemented the plan, and the Commission is now able to grant credentials to those teachers able to verify they meet the requirements established for experienced teachers in these sections.

Section 44274 relates to the pursuit of credential reciprocity agreements with those states determined by the Commission to have comparable teacher preparation standards to those in California. Specifically, EC§44274(a) and (b) require the Commission to conduct periodic reviews of other states' teacher preparation standards. Subsection (c) requires the commission to grant to a teacher prepared in another state with comparable standards an equivalent California credential. The California credential is to be issued regardless of whether a credential reciprocity agreement is established or pending, or the other state declines to enter into a credential reciprocity agreement with California.

In November 1998, letters were sent to the other 49 states from the Executive Director to inform them of the Scott legislation and to request their assistance in the reciprocity study. The following materials were requested:

- materials relating to the specific certification requirements for teaching in early childhood education, elementary education, middle school or junior high school education, high school and special education;
- materials relating to their state's requirements for verifying knowledge of the subject curricula to be taught at elementary and secondary levels;
- materials relating to the state standards or guidelines that are required by their state for universities and colleges to develop professional preparation programs for elementary, secondary and special education teachers; and
- materials that are used by their state agency for conducting program reviews on accreditation visits, such as materials relating to procedures for site visits, team member composition, and frequency of visits.

To date, twenty-three states have responded to this request and the Reciprocity Task Force has been able to review and analyze materials from twelve of the states at the January and February meetings of the Task Force. In a number of cases, Commission staff has needed to follow up with specific requests for other material or to obtain clarification on the material that was under review by the Task Force.

AB 1620 - Reciprocity Task Force

In November, a nineteen-member Reciprocity Task Force was created to develop processes for determining the equivalency and comparability of other state's standards and program review or accreditation procedures. Task Force members were identified by Commission consultants who have responsibility for the special education panel, accreditation teams, and standard-setting panels. Individuals were identified who have extensive professional experience and expertise in the standards areas being analyzed and reviewed. The Commission's procedures, as stated in the Policy Manual, were followed to ensure gender, ethnic, racial and geographic balance in K-12 schools and in higher education. Most importantly, the individuals involved needed to have a professional reputation for being able to make holistic, qualitative professional judgments regarding the comparability of standards.

The task force identified herein was charged with conducting the review of other states' teacher preparation standards, and recommending states for recognition as having comparable standards based upon this review.

Further, given that Section 44274(c) calls for granting an equivalent California credential to the credential earned in the other state, the Task Force will recommend the appropriate level of credential (preliminary or professional clear) to be granted to an individual from an approved state based upon the level of preparation they are required to complete by that state's standards.

The Task Force has been divided into three working groups or teams;

- Accreditation and Common Standards Team,
- Elementary and Secondary Standards Team,
- Special Education Standards Team.

The membership of the three teams is listed below.

Accreditation and Common Standards Team

Dr. Phyllis Fernlund, Dean, School of Education, Sonoma State University

Dr. Irving Hendrick, Former Dean, School of Education, UC Riverside

Dr. Jim Scott, Superintendent of Schools, Eureka Public Schools

Ms. Judy Silver, Principal, Barnard-White Middle School, Union City

Dr. Alice Watkins, Dean, School of Education, Azusa Pacific University

Dr. Lamar Mayer, Past Associate Dean, School of Education, CSU Los Angeles

Elementary and Secondary Standards Team

Dr. Linda Childress, BTSA Director, Inland Empire, Riverside County Office of Education

Dr. Jacob Perea, Dean, College of Education, San Francisco State University

Mr. Hank Richardson, Assistant Superintendent Personnel, Hesperia Unified School District

Dr. Joan Rossi, Department of Education, College of Notre Dame

Ms. Linda Strom, Director, Certified Personnel, Elk Grove Unified School District

Ms. Kathy Walker, Director of Curriculum and Instruction, Bakersfield City Schools

Special Education Standards Team

Dr. Tory Courtney, School of Education, Saint Mary's College

Ms. Sue Craig, Resource Specialist, Mild/Moderate, Red Bluff Union High School

Dr. Robert Jordan, Director, Special Education, San Diego County Office of Education

Dr. Noma LeMoine, Director, Specialized Programs, Los Angeles Unified School District

Dr. Terry Saenz, Department of Speech Communication, CSU Fullerton

Dr. Karl Skindrud, School of Education, Department of Special Education, California State University, Dominguez Hills

Dr. Jean van Keulen, Chair, Department of Special Education, San Francisco State University

The following individuals will be present at the March Commission meeting as representatives of their specialized team to

answer Commission questions

- Dr. Noma LeMoine Special Education Standards Team
- Dr. Phyllis Fernlund Accreditation and Common Standards Team
- Mr. Hank Richardson Elementary and Secondary Standards Team

Examples of the various matrices used by the teams are presented in Appendix C of this agenda item. Team members are prepared to discuss the procedures used to analyze each set of state standards, standard by standard, to determine qualitatively and holistically that other states' standards are equivalent and comparable.

Following are some of the operational procedures that were agreed to by the members of the Task Force.

Task Force Decision/Agreed Upon Procedures

Decision:

- Task Force will make recommendations either for preliminary or professional clear credentials based on each state's standards.
- Task Force will recommend or deny elementary or secondary or special education comparability independently.
- Special Education Authorizations will be recommended individually specifically by credential area.
- Task Force will review state documents first to determine comparability, then use institutional documents if necessary.
- Task Force members will identify other information needed for making comparability decisions.
- Task Force teams will provide CCTC Staff with a final statement of decisions they reach.
- The Accreditation Team will review state documents for the eight Common Standards as well as accreditation process comparability and report their findings to other teams.
- The decisions of the Accreditation and Common Standards Team are prerequisites to determining comparability in special education, elementary and secondary teaching.
- The Accreditation and Common Standards Team will determine which states the other teams will review.

As stated earlier in this item, the Reciprocity Task Force has met for two days in January 1999 and two days in February 1999. The Task Force met on Monday and Tuesday, January 11th and 12th, and on Monday and Tuesday, February 8th and 9th. Their meeting schedule for the Spring of 1999 is as follows;

March 8-9, 1999 Country Suites, Ontario

April 26-27, 1999 Country Suites, Ontario

May 17-18, 1999 Country Suites, Ontario

Anyone interested in observing the work of the Task Force is welcome to attend all or any part of the two-day meetings.

To date, twelve sets of other standards have been reviewed by members of the Task Force. Following is a chart that provides the Commission with the status of each state review.

AB 1620 - Reciprocity Study

State	Standards for Elementary & Secondary Teacher Preparation	Comparable or not Comparable	Standards for Special Education	Comparable or not Comparable	Standards for Program Review or Accreditation	Comparable or not Comparable
1. Maryland	UM - Elementary and Secondary Program NCATE Standards INTASC	Elementary Standards Comparable Secondary Standards Comparable	Yet to be reviewed	Yet to be reviewed	Program Approval Manual NCATE - Initial and Continuing Professional Development	Accreditation Procedures and Standards Comparable

	Standards				School	
	Professional Development School					
2. Kentucky	NCATE INTASC State Standards	Need more information	Yet to be reviewed	Yet to be reviewed	NCATE INTASC Education Professional Standards Board	Need more information
3. Kansas	NCATE Standards State Standards for Elementary and Secondary Teachers	Need more information	Special Education Standards	Need more information	Accredited Institutions NCATE Standards Instructional Handbook for Program Approval Accreditation	Need more information
4. Colorado	Knowledge of Content and Learning INTASC	Elementary Standards Comparable Secondary Standards Comparable	Special Education Endorsements	Audiology, Speech Pathology, Orientation and Mobility, Deaf and Hard of Hearing Comparable	Professional Education Approval NCATE INTASC	Accreditation Procedures and Standards Comparable
5. Alabama	Teacher Education INTASC NCATE	Yet to be reviewed	Special Education	Yet to be reviewed	NCATE and State Standards	Need more information
6. Nebraska (Important: Click here for Correction Notice)	Elementary Standards Secondary Standards NCATE Standards	Elementary Standards Comparable Secondary Standards Comparable	Special Education Standards	Audiology and Speech Pathology Comparable	NCATE University of Nebraska Approved Colleges Council On Teacher Education Policies	Accreditation Procedures and Standards Comparable
7. Tennessee	General Education Elementary Professional Education General Education Secondary Professional Education Program Approval NCATE	Need further review	Special Education General Education Professional Education Elementary Secondary	Need more information	Professional Education Program Approval Standards NCATE	Accreditation Procedures and Standards Comparable
8. Rhode Island	Requirements for Early Childhood, Elementary Middle School,	Elementary Standards Comparable Secondary Standards	Requirements for Early Childhood Special Ed. Elementary	Yet to be reviewed	Program Approval Standards Commissioner's Standards for	Accreditation Procedures and Standards Comparable

	<p>Secondary</p> <p>Beginning Teacher Standards</p> <p>Commissioner's Standards</p> <p>NCATE</p>	<p>Comparable</p>	<p>and Middle School Special Ed.</p> <p>Secondary Special Ed., Severe and Profound</p> <p>Commissioner's Standards</p>		<p>the Approval of Teacher Education Programs</p> <p>NCATE</p>	
9. North Carolina	<p>Teacher Education Program</p> <p>Professional Studies</p> <p>Licensure for Public Schools</p> <p>NCATE</p>	<p>Elementary Standards Comparable</p> <p>Secondary Standards</p> <p>Comparable</p>	<p>Teacher Education Program</p> <p>Exceptional children and Youth</p> <p>Licensure for Public Schools</p> <p>NCATE</p>	<p>Need further review</p>	<p>Teacher Education Program</p> <p>Professional Studies</p> <p>Standards for the Approval of Teacher Education Institute</p> <p>NCATE</p>	<p>Accreditation Procedures and Standards Comparable</p>
10. Washington	<p>Approval Standards for Performance Board</p> <p>NCATE</p> <p>INTASC</p>	<p>Need more information</p>	<p>Approval Standards for Performance Board</p> <p>NCATE</p>	<p>Audiology and Speech Pathology Comparable</p>	<p>Approval Standards for Performance Board</p> <p>NCATE</p>	<p>Accreditation Procedures and Standards Comparable</p>
11. New Jersey	<p>Standards for Teacher Education Programs</p> <p>Indicators of Compliance and Quality</p> <p>NASDTEC Standards</p>	<p>Need more information</p>	<p>Standards for Teacher Education Programs</p> <p>Indicators of Compliance and Quality</p> <p>NASDTEC Standards</p>	<p>Yet to be reviewed</p>	<p>Standards for Teacher Education Programs</p> <p>Indicators of Compliance and Quality</p> <p>NASDTEC Standards</p>	<p>Need more information</p>
12. Utah	<p>Teacher Education Programs</p> <p>Certification Requirements</p> <p>Certification Standards</p> <p>Utah State Core Reading - Grades 4-6</p> <p>NCATE</p> <p>NASDTEC</p>	<p>Need more information</p>	<p>Certification Requirements</p> <p>Certification Standards</p>	<p>Need further review</p>	<p>Teacher Education Programs</p> <p>Certification Requirements</p> <p>Certification Standards</p> <p>NCATE</p> <p>NASDTEC</p>	<p>Accreditation Procedures and Standards Comparable</p>
13. Missouri	<p>Standards for Teacher Education Programs</p> <p>Design of Professional Education</p> <p>Standards for School Leaders</p> <p>Standards for Teacher Education</p>	<p>Yet to be reviewed</p>	<p>Standards for Teacher Education Programs</p> <p>Design of Professional Education</p> <p>Standards for School Leaders</p> <p>Standards for Teacher Education</p>	<p>Yet to be reviewed</p>	<p>Standards for Teacher Education Programs</p> <p>Design of Professional Education</p> <p>Standards for School Leaders</p> <p>Standards for Teacher Education</p>	<p>Yet to be reviewed</p>

	Procedures for Program Review		Procedures for Program Review		Procedures for Program Review
	Professional Education Programs Annual Report Form		Professional Education Programs Annual Report Form		Professional Education Programs Annual Report Form
			Need Special Education Standards		

Accreditation/Common Standards Team	
<i>12 States Reviewed</i>	<i>8-Comparable</i>
<i>1 State Yet to be Reviewed</i>	<i>4-Need More Information</i>

Elementary and Secondary Standards Team	
<i>11 States Reviewed</i>	<i>5-Comparable</i>
	<i>5-Need More Information</i>
	<i>1-Needs Further Review</i>
<i>2 States Yet to be Reviewed</i>	

Special Education Standards Team	
<i>7 States Reviewed</i>	<i>3-Comparable in Select Areas</i>
	<i>2-Need More Information</i>
	<i>2-Need Further Review</i>
<i>6 States Yet to be Reviewed</i>	

Studies to Determine Comparability to CBEST

During October and November 1998, the management team discussed the requirements of AB 1620 related to basic skills tests. While the bill clearly requires candidates to obtain a Certificate of Clearance, it is silent with respect to requiring a "basic skills test." Staff obtained an informal legal opinion regarding this portion of the bill, which indicated that AB 1620 neither required nor prohibited the requirement of CBEST or a comparable test that might be required in other states. The management team decided to recommend to the Commission that the CBEST, or a comparable test, be required to obtain a Preliminary or Professional Clear Five-Year Credential in California.

To determine the substance and comparability of the basic skills tests used in other states, the staff contacted Ms. Linda Wurzbach in Texas who has completed previous studies for the SB 1422 and SB 2042 Advisory Panel Committees. Ms. Wurzbach has also completed previous studies regarding basic skills tests used in other states. Ms. Wurzbach has agreed to complete a comparative study of basic skills tests and to coordinate her review with the work of the AB 1620 Task Force, as it will enable the Commission to document that it is initiating reciprocity agreements with states that have been determined to be comparable in both basic skills and subject-matter preparation. Therefore, the comparability study includes two components in addition to the accreditation and preparation program reviews: (1) a basic skills comparison and (2) a subject-matter comparison.

Basic Skills Comparison: Methodology

Ms. Wurzbach will develop a framework for comparison of state tests in each basic skills area (reading, writing, and mathematics), based on the CBEST objectives. The comparability of each state test will be determined by the percentage of CBEST objectives that are assessed on each test. Tests that have at least a 70 percent match with the CBEST will be considered comparable. Tests that have a 60 to 69 percent match will be reviewed by a task force to determine whether they should be accepted by the Commission. Tests that have a less than 60 percent match will be considered incomparable. If the basis for such a determination is that a test assesses higher level skills, the comparability of the test may also be reviewed by a task force. Teachers who are from states that are found to be incomparable in the basic skills requirement will be required to pass the CBEST. (Please see Appendix F for a sample matrix of the basic skills comparison.)

When completed, this component of the study will include a state summary table, a description of the methodology used, a test-by-test comparison, and the data sources. The estimated date for completion of the basic skills comparison is April 1, 1999.

Basic Skills Comparison: Status

Ms. Wurzbach has contacted each state to identify their basic skills assessment requirements, and has requested the objectives that are assessed on each test. The following tests are being reviewed for the study:

- Florida College-Level Academic Skills Test
- Illinois Certification Testing System — Basic Skills Test
- Massachusetts Teacher Tests (reading and writing only)
- Michigan Test for Teacher Certification — Basic Skills Test
- Missouri College Basic Academic Subjects Examination
- New York State Teacher Certification Examinations — Liberal Arts and Sciences Test
- NTE Core Battery (Communication Skills and General Knowledge exams)
- Praxis I (Pre-Professional Skills Test and Computer-Based Testing)
- Program of Licensing for Colorado Educators
- Texas Academic Skills Program Test

Nine states use the NTE Core Battery Communications Skills and/or General Knowledge exams, which have been used by some states for a number of years to assess basic skills. Twenty-one states use the Praxis I. Nine states, including California, use a customized assessment. Most of the tests include subtests in reading, writing, and mathematics. Eleven states do not have a basic skills assessment requirement.

Subject-Matter Comparison: Methodology

Ms. Wurzbach will develop a framework for comparison of state subject-matter standards, based on California's standards for subject-matter preparation. Ms. Wurzbach will examine each state's subject-matter requirements in terms of both required assessments and program coursework in the following credential areas (listed in alphabetical order):

- Art
- Biological Sciences
- Chemistry
- English
- Geosciences
- Languages other than English
- Mathematics
- Multiple Subjects
- Music
- Physical Education
- Physics
- Social Sciences

Credentials that have at least a 70 percent match with California's requirements will be considered comparable. Credentials that have a 60 to 69 percent match will be reviewed by a task force of subject-matter specialists to determine whether they should be accepted by the Commission. Credentials that have less than a 60 percent match will be considered incomparable. If the basis for such a determination is that a state has higher standards than California, the comparability of the credential may also be reviewed by a task force. Teachers who hold credentials from states that are determined to be incomparable in subject-matter requirements will be subject to completing the exam or coursework requirement as appropriate. (Please see Appendix G for a sample matrix of the subject-matter comparison.)

When completed, this component of the study will include a state summary table, a description of the methodology used, individual state content area comparisons, and the data sources. Ms. Wurzbach will review four groups of states of approximately 12 states each. The estimated date for completion of the subject-matter comparison is May 15, 1999.

Subject-Matter Comparison: Status

Ms. Wurzbach has requested assessment and program approval requirements for subject-matter preparation in multiple and single subject credential areas from each state. Currently, forty-three states have responded.

Appendices (Not available on-line)

- A: Section 44274 of the Education Code
- B: California Standards
- C: Task Force Team Matrices

- Elementary and Secondary Team Review
- Special Education Team Review
- Accreditation Team Review

D: INTASC Standards
E: NCATE Standards
F: Sample Matrix for CBEST Comparability
G: Sample Matrix for Subject Matter Comparability

- Mathematics, California and Texas

CORRECTION NOTICE

Commission staff erroneously indicated at the March Commission meeting that the reciprocity task force had approved Nebraska's state standards for the Clinical Rehabilitative Services - Audiology authorization. The task force approved Nebraska's state standards for the Clinical Rehabilitative Services - Speech Pathology authorization only. Nebraska's state standards for Audiology have not been determined to be comparable to California's standards for the equivalent authorization.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PREP-4

Committee: Preparation Standards

Title: Update on the Advisory Panel for the Development of Teacher Preparation Standards

✓ Information

Prepared by: Mary Vixie Sandy, Consultant, and Marie Schrup, Ed.D., Consultant
Professional Services Division

Update on the Advisory Panel for the Development of Teacher Preparation Standards

Professional Services Division
February 17, 1999

Executive Summary

On September 17, 1998, the Governor signed SB 2042, Commission-sponsored reform legislation that was co-authored by Senator Dierdre Alpert and Assembly Member Kerry Mazzoni. SB 2042 makes several significant changes to the requirements for earning and renewing teaching credentials that were recommended by the Commission's Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422) in 1997. During the Summer of 1998, the Commission authorized the Executive Director to seek nominations for and appoint a new Advisory Panel for the Development of Teacher Preparation Standards. The broad charge to this panel is to develop new standards for teacher preparation that accommodate changes in the credential structure enacted by SB 2042. As of the March 1999 Commission meeting, the Panel will have had five meetings. This agenda report provides (1) an update on the issues and topics that have been taken up by the Panel to date, and (2) an overview of the work in which the Panel will be engaged in the coming months.

Policy Question

What issues must be considered by the Advisory Panel for the Development of Teacher Preparation Standards in order to develop comprehensive standards for Level I and Level II Multiple and Single Subject Teaching Credential Programs?

Fiscal Impact Summary

The costs associated with implementing SB 2042 were estimated to be incurred over two fiscal years, 1998-99 and 1999-2000. The costs are included in the agency's base budget for 1998-99 and 1999-2000.

Introduction

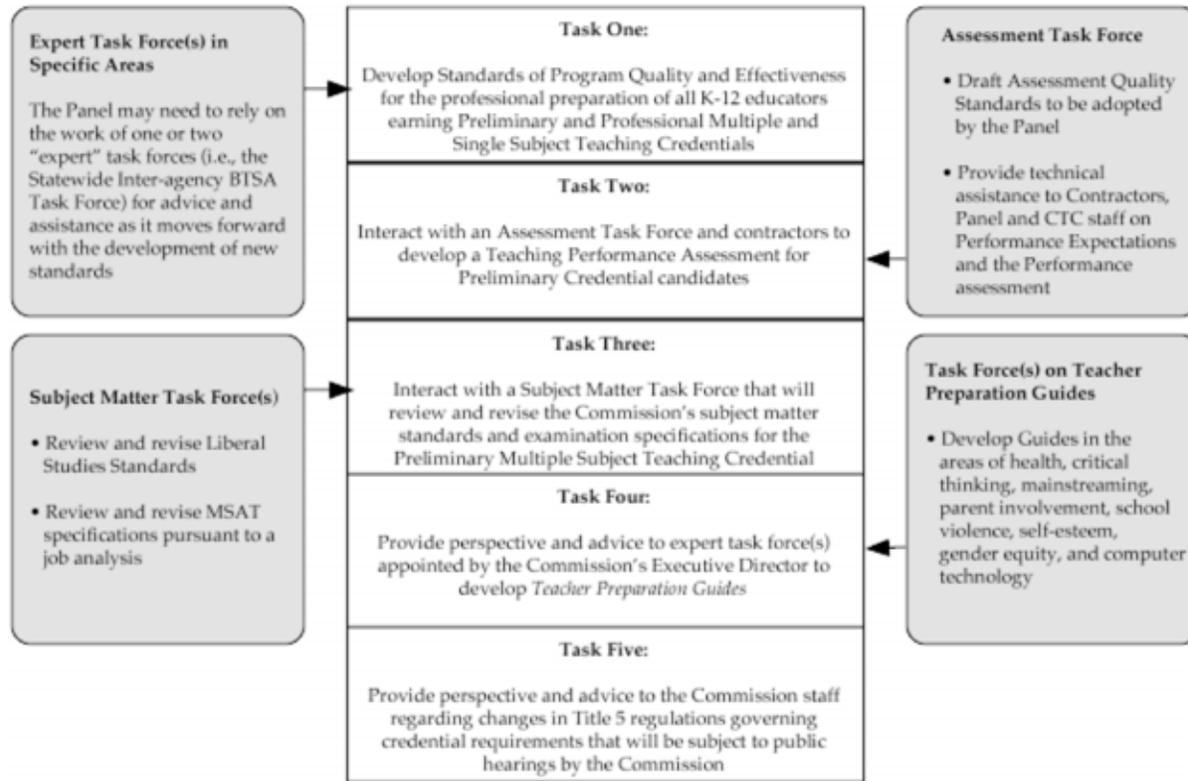
In September 1998 the Commission launched the *Advisory Panel for the Development of Teacher Preparation Standards*. The thirty-member Advisory Panel met for the first time on September 24-25, 1998, less than two weeks after SB 2042 was signed by the Governor. The Panel is a diverse group of educators who collectively represent a broad range of expertise. The Panel's charge, as depicted in the chart on the next page includes five elements:

1. The development of new standards of quality and effectiveness for level I and Level II Multiple and Single Subject Credential Programs;

2. Interaction with an Assessment Task Force on the development of a new Teaching Performance Assessment;
3. Interaction with an Elementary Subject Matter Task Force that will review and revise the Commission's elementary subject matter standards and examinations;
4. Interaction with several expert task forces on the development of Teacher Preparation Guides;
5. Advice to the Commission regarding needed changes in Title 5 regulations.

Staff provided the Commission with an update on the work of the Panel in December, 1998. This current report includes a summary of the issues and activities that have been the focus of the Panel's work to date, and an outline of the topics and issues that will be discussed in the coming meetings. Staff intends to update the Commission periodically on the progress made by the Panel in meeting its charge.

Advisory Panel for the Development of Teacher Preparation Standards General Scope of Work



Update on First Five Meetings

The initial meetings of the panel involved reviewing and discussing the specific elements of SB 2042, including the need to ensure congruence between the new standards, the *California Standards for the Teaching Profession (CSTP)*, and K-12 Student Content and Performance Standards. The SB 1422 Report: *California's Future: Highly Qualified Teachers for All Students* and other relevant documents, such as the Commission's current *Standards of Quality and Effectiveness for Multiple and Single Subject Credential Programs*, and the *Accreditation Framework* have also been presented and discussed. All of the Commission's adopted policies and documents, along with other items such as the K-12 Student Content Standards and the new Curriculum Frameworks will serve as primary references for the panel throughout the next year. The Panel has had presentations on the Reading Instruction Competency Assessment (RICA), the Beginning Teacher Support and Assessment (BTSA) program, the California Formative Assessment and Support System for Teachers (CFASST), the Interim Standards for Blended Programs of Undergraduate Teacher Preparation, and the two-level Education Specialist Credential Standards. These presentations have focused the Panel's attention on implications for the development of new standards and assessments for Multiple and Single Subject Credential preparation programs. The first five meetings of the Panel were on September 24-25, October 22-23, November 30/December 1, January 24-25 and February 25-26. Each of the Panel meetings has included a focus on assessment and a focus on standards. Summaries of their initial work are listed below.

California Standards for the Teaching Profession (CSTP). In an effort to build within the Panel a working knowledge of the standards with which their ultimate products (standards and assessments) must be aligned, each Panel meeting has included some attention to the California Standards for the Teaching Profession. During its second and third meetings the Panel was introduced to the CSTP as they are used in CFASST and in the BTSA program. During the January meeting, the Panel used the CSTP as the basis for a brainstorming session in which they produced preliminary lists of teaching tasks, knowledge and abilities (TKAs) for the upcoming job analysis. Between February and June, the Panel will review the K-12 Content and Performance Standards and discuss linkages between these standards for students and the CSTP.

K-12 Content and Performance Standards. SB 2042 requires the Commission to ensure that each candidate recommended for a credential has demonstrated satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The Panel spent a significant portion of the February meeting reviewing, analyzing and discussing the K-12 Content Standards and Curriculum Frameworks for Mathematics. Staff intend to dedicate a portion of each of the next three meetings to the standards and frameworks in English/Language Arts, History/Social Science, and Science. The goal of this work is for the Panel to extract from these key documents the elements that must be included in teacher preparation in order for the Commission to meet the requirements of SB 2042. The Panel will be considering the implications of these standards for *professional* teacher preparation. In addition, the Commission is also launching an Elementary Subject Matter Panel that will review the content specifications for and oversee a validity study of the Multiple Subjects Assessment for Teachers in light of the new K-12 standards. Similar studies will be conducted with each of the Commission's single subject examinations in the future.

Assessment. Last Fall, the Commission authorized the Executive Director to issue a series of Requests for Proposals (RFPs) to conduct the research necessary to develop a Teaching Performance Assessment, pursuant to SB 2042. The first RFP was issued in the Fall of 1998, and for a variety of reasons, the Commission did not award a contract to the sole bidder. Instead, during its February 1999 meeting, the Commission authorized the Director to reissue the first RFP. Though the Assessment work will be delayed due to the RFP process, the Panel has made some progress in this area that will inform a future contractor. During their second and third meetings, the Panel engaged in an in depth analysis of a set of Assessment Policy Principles which were adopted by the Commission in July of 1998. Based on this analysis and a review of several key reports and other policy documents, the Panel developed an initial list of elements that they believe should be addressed in Assessment Quality Standards. Assessment Quality Standards will be included in the Panel's proposed standards for teacher preparation and will, when adopted, guide teacher preparation programs in the development and implementation of teaching performance assessments pursuant to SB 2042. The Assessment Quality Standards will ultimately focus on the qualities of effective assessment (i.e., validity, reliability). Work to be done by the contractors hired pursuant to the RFPs will focus on the *content* that needs to be assessed.

Collaboration. One of the primary themes emerging from the Commission's comprehensive review of the credential system (SB 1422) was the need for more and better collaboration in the recruitment, preparation, induction and ongoing development of teachers. The SB 2042 Panel devoted a significant block of time during their January meeting to a review of articles, existing standards and SB 1422 recommendations about how to improve collaboration within and between K-12 and postsecondary institutions. The Panel discussed the qualities of effective collaboration and strongly supported the SB 1422 panel recommendations in this area.

The following timeline is a *tentative* schedule of activities for the balance of 1999 in order to implement the SB 1422 recommendations and statutory changes outlined in Senate Bill 2042. Activities will be added as each meeting agenda builds on the progress made at prior meetings.

Updated Timeline

The Commission must ensure that subject matter standards and exams, as well as the new program and induction standards are aligned with student content and performance standards and the California Standards for the Teaching Profession (CSTP). To accomplish this goal, the documents noted below will be reviewed to establish linkages for the purposes of developing standards for teacher preparation programs, including traditional, blended and internship programs. For example, panel members need to discuss whether there is a broad set of principles contained in the respective documents that would inform the standards development process. Content experts will also be invited to address the panel.

February	<p>Review of Mathematics K-12 Content Standards, Curriculum Framework, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research.</p> <p>Overview of Reports on Current "Clear" Credential Requirements (Health, Special Education, Technology) and Policy Recommendations from expert task forces on various "add-on", including Critical Thinking, Parent Involvement, Gender Equity, Self Esteem, and School Violence.</p> <p>Continue Work on the Development of Subject Matter Tasks, Knowledge and Ability (TKA) Statements Needed by Beginning Teachers</p>
March	<p>Review of Reading/Language Arts K-12 Content Standards, Curriculum Framework, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research.</p> <p>Discuss Recommendations of Expert Task Forces on Clear Credential Requirements: Health, Special Education and Technology.</p> <p>Discuss Generic vs. Content Specific Pedagogy</p>
April	No Meeting Scheduled
May	<p>Review of History/Social Science K-12 Content Standards, Curriculum Framework, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research.</p> <p>Discuss Recommendations of Expert Task Forces on Critical Thinking and Parent Involvement.</p> <p>Selected Panel Members to review Request for Proposals for Job Analysis Survey, Development of Preliminary Performance Teaching Expectations, and Validity Studies.</p>

- June Review of Science K-12 Content Standards, Curriculum Framework, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research.
- Report and Recommendations from English Language Learners Task Force following presentation to the Commission in May.
- Discuss Recommendations of Expert Task Forces on Gender Equity, Self Esteem, and School Violence.
- Projected Initial Meeting with Assessment Contractor Selected by Commission to conduct Job Analysis Survey and develop Preliminary Teaching Performance Expectations.
- July Review of Visual and Performing Arts and Physical Education Frameworks, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research.
- August Follow-up Meeting with Assessment Contractor on Design of Job Analysis Survey and Development of Preliminary Performance Teaching Expectations.
- Discuss Assessment Quality Standards with Assessment Task Force.
- September- December Discuss CCTC/CDE Process to be used for Level II Induction Standards with BTSA Interagency Task Force regarding additions or changes to current BTSA Program Standards. *For BTSA and LEA-sponsored induction programs, Level II standards will need to be adopted by the Superintendent and State Board, as well as the Commission.*
- Meet with Assessment Contractor on Results of Job Analysis Survey and Preliminary Teaching Performance Expectations

Advisory Panel for the Development of Teacher Preparation Standards

Name	Position	Affiliation
Michael Aiello	Science and Math Teacher, San Luis Obispo High School	San Luis Coastal Unified School District
Russell Antracoli	Principal, Gustine Elementary School	Gustine Unified School District
Michele Britton Bass	Director of Student Teaching and Field Placements	California Lutheran University
Nancy Brownell	Director, Center for the Improvement of Reading Instruction	California State University, Sacramento
Bonnie Brunkhorst	Professor, Geology and Science Education	California State University, San Bernardino
Lu Chang	Director, Single Subject CLAD Program	College of Notre Dame
Margaret DeArmond	Mathematics Teacher, East Bakersfield High School and Academic Stds. Coord.	Kern Union High School District and Kern County Office of Education
David Duran	Assistant Superintendent, Human/Fiscal Resources	Stanislaus County Office of Education
Cynthia George	Teacher, Twin Peaks Middle School	Poway Unified School District
Grace Grant	Associate Professor of Education	Dominican College
Jim Henderson	Program Manager, Academic Relations	International Business Machines, Inc. (IBM)
Elaine Johnson	Assistant to the President	California Federation of Teachers
Leslie Kapner	Teacher Advisor Intergroup Relations	Los Angeles Unified School District
Diane Kingsland	English and Social Studies Teacher, Tetzlaff Middle School	ABC Unified School District
David Lebow	Social Studies Teacher, Schurr High School	Montebello Unified School District
Catherine Lemmon	Coordinator, Teacher Development	San Joaquin County Office of Education
Mary Lewis	Director, District Intern Program	Los Angeles Unified School District
Donna Marriott	K-2 Teacher, Casa de Oro Elementary School	La Mesa-Spring Valley School District
Andrea Maxie	Professor of Education, Division of Curriculum and Instruction	California State University, Los Angeles
Ruth Ann McKenna	Superintendent	New Haven Unified School District
Denise Murray	Chair, Linguistics and Language Development	San Jose State University
Jeannie Oakes	Assistant Dean, Graduate School of Education, UC Los Angeles	Office of the President, University of California
James Richmond	Chair, Professional Studies in Education	California State University, Chico
Athena Waite	Special Education Program Coordinator	University of California, Riverside
Anna Wong	Kindergarten Teacher, Jefferson School	Berkeley Unified School District

Beverly Young	Associate Director, Teacher Education and K-18 Programs	Office of the Chancellor, California State University
Barbara Collier	Liaison	California School Boards Association
Marion Joseph	Liaison	California State Board of Education
Mary Nielsen	Liaison	California State Parent Teacher Association
Gus Guichard	Liaison	California Community Colleges



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PREP-5

Committee: Preparation Standards

Title: Recommended Institutional Accreditation of Two Regionally-Accredited Institutions Pursuant to AB 2730 and the Accreditation Framework

✓ Action

Prepared by: David Wright, Ph.D., Director
Office of Policy and Programs

Summary of an Agenda Report

Recommended Institutional Accreditation of Two Regionally-Accredited Institutions Pursuant to AB 2730 and the Accreditation Framework

Office of Policy and Programs
February 17, 1999

Executive Summary

On September 17, 1998, Governor Wilson signed Assembly Bill 2730, requiring the Commission to establish an Accreditation Pilot Project to improve the accreditation of non-traditional teacher preparation programs, and requiring the Commission to include in the pilot project from three to six regionally-accredited institutions that are located outside of California. On November 5, 1998, the Commission adopted a plan for implementing this Accreditation Pilot Project. On February 10, 1999, the Executive Director received applications to participate in the Accreditation Pilot Project from two regionally-accredited institutions that are headquartered outside of California: Antioch University and the University of Phoenix. This agenda report summarizes the relevant requirements of law and Commission policy related to the applications from the two universities. The report also summarizes descriptive information about the institutions, and describes the review of their applications.

Policy Issues to be Resolved by the Commission

This agenda report is consistent with current law and policy, and does not raise new policy issues for the Commission to resolve. At the conclusion of the Accreditation Pilot Project, the Commission will have an opportunity to resolve significant policy issues.

Relationship to the Commission's Strategic Goals and Objectives

Goal: Promote educational excellence in California schools.

Goal: Take a leadership role in recruiting and preparing qualified teachers in response to class size reductions.

Goal: Consider options including internships, waivers, emergency permits, and apprenticeships to meet the needs of California classrooms.

Fiscal Impact Statement

Assembly Bill 2730, as enacted into law, included funding for the Accreditation Pilot Project, which supported the costs of reviewing institutional applications and preparing this report to the Commission.

Recommendations

- (1) That the Commission award institutional accreditation to Antioch University Southern California, making the University eligible to offer programs of professional preparation at the Los Angeles Campus and the Santa Barbara Campus during the term of the Accreditation Pilot Project (1999-2002).
- (2) That the Commission award institutional accreditation to the University of Phoenix, making the University eligible to offer programs of professional preparation at the Los Angeles Campus during the term of the Accreditation Pilot Project (1999-2002).

Important Note

The following report contains important information that is relevant to the Commission's policy deliberations but could not be summarized in the above spaces.

This report provides background information and substantiating evidence for recommendations to grant institutional accreditation to two regionally-accredited institutions of postsecondary education that would like to offer new programs of professional preparation for Multiple Subject Teaching Credentials with and without the Crosscultural Language and Academic Development (CLAD) Emphasis. The report begins by summarizing the relevant provisions of California state law.

Part One: Background Information

Relevant Provisions of California State Law

The Education Code gives the Commission the authority and responsibility for the initial institutional accreditation of colleges and universities that would like to offer accredited credential programs to prospective candidates.

Education Code Section 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.

Education Code Section 44372. The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

Prior to 1998, the Education Code required institutions to be regionally accredited by the Western Association of Schools and Colleges (WASC) in order to be considered by the Commission for institutional accreditation (see Education Code Section 44227 [b]). This requirement of law remains in effect today. In 1998, however, lawmakers enacted Assembly Bill 2730 (Mazzoni), which added the following new provisions to the Education Code.

Education Code Section 44226.5. Contingent upon funding expressly for this purpose, the Commission, together with the Committee on Accreditation . . . shall establish a three-year Accreditation Pilot Project, beginning no later than June 15, 1999, to improve the accreditation review of nontraditional teacher preparation programs.

Notwithstanding subdivision (b) of Section 44227, the Commission shall include in the Accreditation Pilot Project at least three, but no more than six, institutions of higher education that are located in states other than California and that have been accredited by regional accrediting organizations other than the Western Association of Schools and Colleges, upon application from institutions that meet standards established by the Commission. Participating institutions shall meet all Commission policies and procedures governing the approval and accreditation of credential programs in addition to the requirements of any other applicable laws.

The Education Code further requires that, once the Commission has "ruled on the eligibility of an applicant for accreditation," the responsibility of the Committee on Accreditation is as follows.

Education Code Section 44373 (c). The Committee shall do, but shall not be limited to doing, all of the following:

- (2) Make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.

In summary, the Education Code gives authority and responsibility to the Commission to determine the eligibility of institutions to offer credential programs by granting institutional accreditation. During a three-year accreditation pilot project, the Commission must grant institutional accreditation to three, four, five or six regionally-accredited institutions that (a) are located outside of California, (b) apply for that accreditation, and (c) meet all laws, policies and procedures for institutional accreditation. Once an institution is accredited by the Commission, it is the statutory responsibility of the Committee on Accreditation to "make decisions about the initial accreditation of new programs of educator preparation" at those institutions. The present report and recommendations to the Commission are based on an accreditation review that complied with these requirements of the Education Code.

Relevant Provisions of the Accreditation Framework

In 1995 the Commission published its accreditation policy document entitled *Educator Preparation for California 2000: The Accreditation Framework*, which includes the following provisions related to the accreditation of postsecondary institutions.

Accreditation Framework Section 4 A 1: Initial Accreditation of Institutions. A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation.

This section of the Accreditation Framework (4 A 1) specifies and implements the requirements of Education Code Sections 44227 (a) and 44372 (above). To specify and implement Education Code Section 44373 (c), the Commission's policy framework describes the responsibility of the Committee on Accreditation as follows.

Accreditation Framework Section 2 A 2: Initial Accreditation of Programs. The Committee reviews proposals for the initial accreditation of programs submitted by institutions that have been determined eligible by the Commission. New programs of educator preparation may be submitted under Options One, Two, Four or Five in Section 3. If the Committee determines that a program meets all applicable standards, the Committee grants initial accreditation to the program.

These provisions of the *Accreditation Framework* were not superceded or amended by Assembly Bill 2730, so they remain in effect. To supplement the policies in the *Accreditation Framework*, on November 5, 1998, the Commission adopted the following policy to govern the institutional accreditation process for "new" institutions that have not previously offered any credential programs in California.

Initial accreditation will be considered a two-stage process:

- (a) The proposal will be reviewed for compliance with the appropriate institutional preconditions . . . and brought before the Commission for initial accreditation action. If the proposal meets the Commission's requirements, the institution will be recommended for initial accreditation.
- (b) If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for program accreditation action according to adopted procedures.

The recommendations in the present report are consistent with these policies of the Commission related to the institutional accreditation process.

Relevant Provisions of the Commission's Plan to Implement AB 2730

On November 5, 1998, the Commission adopted a detailed plan for implementing Assembly Bill 2730 (Mazzoni, 1998) and establishing the Accreditation Pilot Project. In accordance with the plan, the staff has invited institutions to participate in the pilot project. This invitation included, but is not limited to, institutions that co-sponsored Assembly Bill 2730 last year. The invitation spelled out the requirements for teaching credentials in California, described the alternative program options that institutions may use, included the Commission's adopted standards and preconditions for the accreditation of postsecondary institutions and their credential preparation programs, and set forth the other requirements that the Commission established on November 5, 1998, for participation in the Accreditation Pilot Project.

According to the Commission's implementation plan for AB 2730, the staff and the Board of Institutional Reviewers are responsible to "screen all applications to participate in the project." The plan also stipulates that "participation will be limited to regionally-accredited colleges and universities that meet all of the applicable standards and preconditions of the Commission."

The present report is based on a thorough screening of two *Pre-Applications to Participate in the Accreditation Pilot Project*, and is consistent with the Commission's adopted plan to implement AB 2730.

Review of Two Pre-Applications to Participate in the Accreditation Pilot Project

On February 10, 1999, the Executive Director received a *Pre-Application to Participate in the Accreditation Pilot Project* from each of two postsecondary institutions, which are listed alphabetically below:

- (1) Antioch University Southern California
- (2) University of Phoenix

The two *Pre-Applications* were subjected to thorough review and analysis according to the applicable laws of California and the policies and procedures of the Commission. Parts Two and Three of this report summarize the review and analysis findings related to each institution.

Part Two: Recommended Institutional Accreditation of Antioch University Southern California

Antioch University Southern California has applied to the Commission for institutional accreditation to offer a program of

professional preparation for the Multiple Subject Teaching Credential with a Crosscultural Language and Academic Development (CLAD) Emphasis. In California, the University would like to offer this program at its Los Angeles campus and its Santa Barbara campus. This part of the report provides factual information related to Recommendation One on page 126, which urges the Commission to grant institutional accreditation to Antioch University Southern California.

Antioch University Southern California: Regional Accreditation

Antioch University is regionally accredited by the Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools, one of the nation's six regional accrediting bodies. For the north-central region of the United States, the North Central Association of Colleges and Schools is the regional accrediting body that is counterpart to the Western Association of Schools and Colleges (WASC) in California. All of the following information was established and confirmed by the NCA.

Regional accreditation of Antioch University by the NCA has been in effect continuously since 1927. The accrediting body's most recent comprehensive evaluation occurred in 1992-93, and the University's current accreditation was adopted by NCA on October 15, 1993. The next comprehensive evaluation by NCA is regularly scheduled to occur in 2002-03.

According to the NCA, Antioch University offers academic programs leading to the following degrees:

- Bachelor's degrees in arts, sciences, and professional curricula;
- Master's degrees in arts, sciences and professional curricula; and
- Doctoral degrees in professional curricula.

According to the NCA, Antioch University offers academic degree programs at the following locations in the United States:

- Antioch College (one campus);
- Antioch New England Graduate School (one campus);
- Antioch Seattle (one campus); and
- Antioch Southern California (two campuses).

The regional accreditation of Antioch University has *no stipulations* established by the North Central Association of Colleges and Schools. The regional accrediting body has established no restrictions on the capacity or authority of the institution to develop and offer new academic programs at the locations shown above.

Antioch University Southern California: State Agency Approval

In addition to regional accreditation, Antioch University Southern California is also approved (licensed) to offer degree programs in California by the California State Bureau of Private Postsecondary and Vocational Education (BPPVE), as required by law.

This approval for an out-of-state institution of postsecondary education was awarded by the predecessor of BPPVE, which was called the Council for Private Postsecondary and Vocational Education (CPPVE). The most recent approval by the CPPVE was forwarded to Antioch University on August 1, 1996, and will expire on December 31, 2000, when Antioch University will be required to apply for reapproval by the BPPVE as an out-of-state institution that awards academic degrees in California. The University's current approval (license) applies to the award of Bachelor's degree in one subject in the Los Angeles and Santa Barbara campuses of Antioch University, and to the award of Master's degrees in four subjects at the Los Angeles campus and in three subjects at the Santa Barbara campus.

Neither the CPPVE nor the BPPVE have established any stipulations that limit the authority of Antioch University to offer professional credential programs at the Los Angeles campus or the Santa Barbara campus.

Antioch University Southern California: Background Information

In the past, Commissioners have asked for opportunities to get acquainted with new institutions on the basis of descriptive information about those institutions, which is provided by the institutions. This section of the report responds to that request.

Antioch College was originally founded in 1852 by the American education pioneer Horace Mann. Based on the founder's philosophical perspective, the institution has emphasized independent thinking, academic excellence, and freedom of study. One of the initial guiding principles of the institution was the notion that students should be educated within the context of a democratically-minded community that is built on the values of respect, social commitment and equity. Accordingly, in 1863 the College established a policy that no applicant would be rejected for admission on the basis of race, one of the first American colleges to do so. Additionally, Antioch was the first college in the nation to appoint a woman to the rank of full professor.

Beginning in the 1920s, Arthur Morgan, another seminal leader of Antioch College, made the work-study concept central to the college's curriculum. The institution still strives to mix rigorous academics with opportunities for practical application, often in experiences that occur outside the classroom. Theory and practice are woven together through formal reflective processes, creating a dynamic context and climate for learning at the institution.

Antioch University views the establishment of colleges in New England, Washington and California to be consistent with its mission of exploring values critically, fostering concern for social issues, and encouraging students to effect social change. With its commitment to student-centered education, Antioch strives to serve populations that are under-served by more

traditional institutions, including students in urban and rural communities in California and several other states.

Antioch University Southern California: Governance and California Campuses

Antioch University is governed by a single Board of Trustees that is responsible for all policies and programs of the University. Chancellor James Hall oversees the fiscal and administrative operations of Antioch University. The Chancellor's office is located in Yellow Springs, Ohio, along with the offices of vice-chancellors and administrative staff members. Each campus of the University has its own President who reports to the Board of Trustees through the Chancellor. To coordinate the administration of all campuses, the Chancellor chairs the University Leadership Council, which consists of the campus Presidents, campus Academic Deans, and the Chancellor's administrative staff.

Antioch Los Angeles was founded in 1972 on the basis of the principles that guided Antioch College for more than 100 years. Located in Marina del Rey, the campus currently offers undergraduate and graduate education to more than 650 adult students in Los Angeles.

Based on the same educational perspectives, Antioch Santa Barbara was established in 1975 in the heart of downtown Santa Barbara, and currently serves more than 250 adult students from the tri-county area (Ventura, Santa Barbara and San Luis Obispo).

The University's internal governance policies reflect a carefully-structured framework for operating the Los Angeles and Santa Barbara campuses through a regional configuration that serves as an extension of a national institution with a historically-grounded perspective on education. Collective governance of the Los Angeles and Santa Barbara campuses by administrators, instructors and staff are clearly evident in Antioch University's *Pre-Application to Participate in the Accreditation Pilot Project*.

Antioch University Southern California: Faculty and Students

The faculties of Antioch University Southern California consist of "core faculty" (full-time and part-time) and "associate" and "adjunct" faculty (part-time). Each faculty member has an individual job description that includes teaching, advising, contributions to program and campus, contributions to community, contributions to the discipline/profession, and professional development. Core faculty are evaluated annually and do not participate in a tenure system.

All faculty are required to hold advanced degrees from regionally-accredited institutions, as well as professional licensure appropriate to the programs in which they teach. The majority of faculty members hold Ph.Ds and/or other terminal degrees in their fields of study and teaching. As of Fall 1998, approximately 45 percent of Antioch faculty were women. Approximately 15 percent were from under-represented ethnic groups.

Students of Antioch University Southern California have reached an average age of 38 years. As of Fall 1998, approximately half of the students were full-time students, and half were part-time students. More than 75 percent of all students received some form of financial assistance. Approximately 60 percent of students were women. Approximately 25 percent of students at the Los Angeles campus were African-America, Asian-American, Latino or Native American. These under-served groups represented 15 percent of the students at the Santa Barbara campus. This section of the report concludes the staff's summary of descriptive information that was provided by the institution.

Recommended Institutional Accreditation of Antioch University Southern California

Antioch University Southern California has applied to the Commission for institutional accreditation to offer a program of professional preparation for the Multiple Subject Teaching Credential with a Crosscultural Language and Academic Development (CLAD) Emphasis. If this program is accredited, the University will offer it to classroom teachers (K-6) who hold emergency permits in Southern California public schools. During the first year of the Accreditation Pilot Project, the institution will request accreditation to offer a second program for the Multiple Subject Teaching Credential with a Bilingual (BCLAD) Emphasis.

Antioch University Southern California is regionally accredited by the North Central Association (NCA) of Colleges and Schools, as required by law. The University is also approved (licensed) by the California Bureau of Private Postsecondary and Vocational Education, as required by law.

Antioch University Southern California has responded fully to each of the Commission's applicable preconditions for institutional accreditation. Each response to a precondition has been examined thoroughly and professionally. A written record of each response to each precondition has been established on behalf of the Commission. The University's proposed program of professional preparation complies with all preconditions of the Commission.

Additionally, Antioch University Southern California has responded to the special requirements that the Commission established for participation in the Accreditation Pilot Project pursuant to AB 2730 (Mazzoni). The President of Antioch University Southern California, Mark Schulman, Ph.D., has submitted assurances to the Executive Director of the Commission that the University will, during the Accreditation Pilot Project, (1) respond to Pilot Project Accreditation Standards as adopted by the Commission, (2) participate in on-site reviews of accredited credential programs as sponsored by the Committee on Accreditation, and (3) provide information related to the Accreditation Pilot Project when it is requested by the CCTC Executive Director.

The staff concludes that Antioch University Southern California has met all requirements and preconditions for institutional accreditation and participation in the Accreditation Pilot Project, which is the basis for Recommendation One on page 126. If the Commission adopts this recommendation, the University's response to all applicable Common Standards and Program

Standards, along with the University's responses to other requirements established by the Commission for participation in the pilot project, will be assessed by the Board of Institutional Reviewers (BIR). The BIR's findings will be reported to the Committee on Accreditation for appropriate action by that Committee, as required by law.

Part Three: Recommended Institutional Accreditation of the University of Phoenix

The University of Phoenix has applied to the Commission for institutional accreditation to offer two programs of professional preparation: (1) for the Multiple Subject Teaching Credential with a Crosscultural Language and Academic Development (CLAD) Emphasis, and (2) for the Multiple Subject Teaching Credential. The University would like to offer these programs at its Los Angeles campus. This part of the report provides factual information related to Recommendation Two on page 126, which urges the Commission to grant institutional accreditation to the University of Phoenix.

University of Phoenix: Regional Accreditation

The University of Phoenix is regionally accredited by the Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools, one of the nation's six regional accrediting bodies. For the north-central region of the United States, the North Central Association of Colleges and Schools is the regional accrediting body that is counterpart to the Western Association of Schools and Colleges (WASC) in California. All of the following information was established and confirmed by the NCA.

Regional accreditation of the University of Phoenix by the NCA has been in effect continuously since 1978. The accrediting body's most recent comprehensive evaluation occurred in 1996-97, and the most recent action by the NCA Commission on Institutions of Higher Education was taken on November 13, 1998. The next comprehensive evaluation by NCA is regularly scheduled to occur in 2001-02.

According to the NCA, the University of Phoenix is accredited to offer academic programs leading to the following degrees:

- Associate's degree in one subject area;
- Bachelor's degrees in two subject areas;
- Master's degrees in five subject areas; and
- Doctoral degrees in one subject area.

According to the NCA, the University of Phoenix is accredited to offer these nine academic degree programs at the following locations in the United States:

- Arizona (two campuses);
- California (five campuses);
- Colorado (one campus);
- Florida (two campuses);
- Hawaii (one campus);
- Louisiana (one campus);
- Maryland (one campus);
- Michigan (one campus);
- New Mexico (one campus);
- Nevada (one campus);
- Oklahoma (one campus);
- Oregon (one campus);
- Utah (one campus); and
- Washington (one campus).

Regional accreditation of the University of Phoenix requires no prior NCA approval for the University to offer existing degree programs at new sites in any of the states (including California) where degree-granting campuses (above) already exist. Prior to offering programs leading to new academic degrees, however, the University of Phoenix must receive prior approval from the NCA. The University's *Pre-Application to Participate in the Accreditation Pilot Project* does not request or propose to establish new degree programs or sites, so the NCA does not need to approve the present request.

University of Phoenix: State Agency Approval

In addition to regional accreditation, the University of Phoenix is also approved (licensed) to offer degree programs in California by the California State Bureau of Private Postsecondary and Vocational Education (BPPVE), as required by the Education Code. On February 4, 1999, the Chief Operations and Administrative Officer of the BPPVE, Cindy Thompson, confirmed that the University of Phoenix continues to operate in California on an approved basis. The BPPVE has not established any stipulations that would limit the authority of the University of Phoenix to offer professional credential programs in California.

University of Phoenix: Background Information

In the past, Commissioners have asked for opportunities to get acquainted with new institutions on the basis of descriptive information about those institutions, which is provided by the institutions. This section of the report responds to that request.

The University of Phoenix is a private, for-profit institution of higher education whose mission is to provide high quality education to working adult students. Since 1976, the University has provided educational programs designed to build on the professional experience of working adults. Having served more than 430,000 adults, and currently enrolling 53,000 working adult students, the University of Phoenix enrolls more students than any other private university in the United States.

The University identifies educational needs and provides, through innovative methods including distance education technologies, educational access to working adults regardless of their geographical location. The University of Phoenix provides general education and professional programs that prepare students to articulate and advance their personal and professional goals.

The University's educational philosophy and operational structure embody participative, collaborative, and applied problem solving strategies that are facilitated by a faculty whose advanced academic preparation and professional experience help integrate academic theory with current practical application. The University assesses both the effectiveness of its academic offerings and the academic achievement of its students, and utilizes the results of these assessments in efforts to improve academic quality.

University of Phoenix: Governance and California Campuses

The University of Phoenix is governed by a single Board of Directors that is responsible for all policies and programs of the University. President Jorge Klor de Alva oversees the fiscal and administrative operations of the University of Phoenix. The President's office is located in Phoenix, Arizona, along with the offices of the Executive Vice President, the Provost, and administrative staff members. Campuses of the University are administered by Regional Vice Presidents who report to the President through the Executive Vice President. To coordinate the academic administration of all campuses, the President chairs the University Academic Cabinet, which includes representatives of each campus' Academic Council.

In all states, the average class size at the University of Phoenix is less than 15 students. From state to state, the student-faculty ratio varies from 6:1 to 12:1; in California the ratio is 10 students for every faculty member. The numbers of degrees awarded by the University of Phoenix have increased from approximately 2,500 in 1990 to approximately 8,750 in 1997. During 1997-98, the University's campuses in California awarded a larger number of degrees (approximately 2,500) than the campuses in any other state.

University of Phoenix: Faculty and Students

At the University of Phoenix, the primary content areas of teaching faculty members are undergraduate business studies (27 percent), graduate business studies (24 percent), and general education (19 percent). Education is the primary content area for 11 percent of all faculty members at the University.

Faculty members at the University of Phoenix also serve as professional practitioners in the fields in which they teach. The largest percentage of faculty members (37 percent) are business executives, managers and owners. Teachers and other professional educators comprise the next largest block (18 percent) of all faculty members at the University.

Across all programs of the University, approximate 13 percent of faculty are members of minority groups. In the field of education, approximately 14 percent of the University's teaching faculty are minority group members, and approximately 55 percent are women.

During 1997-98, the largest numbers of graduate students (approximately 6,500) and undergraduate students (approximately 2,500) were from 35 to 39 years old. The next largest blocks of enrolled students were from 40 to 49 years old, and from 25 to 29 years old. The age distribution of students in the University of Phoenix is opposite the age distributions of students at four-year public and other private universities throughout the United States.

During 1997-98, fourteen percent of entering students were Hispanic, 14 percent were Black, and 6 percent were Asian-American. Throughout the decade of the 1990s, enrollments have grown more rapidly at the University of Phoenix than in American higher education institutions in general. This section of the report concludes the staff's summary of descriptive information that was provided by the institution.

Recommended Institutional Accreditation of the University of Phoenix

The University of Phoenix has applied to the Commission for institutional accreditation to offer two programs of professional preparation: (1) for the Multiple Subject Teaching Credential with a Crosscultural Language and Academic Development (CLAD) Emphasis, and (2) for the Multiple Subject Teaching Credential. If these programs are accredited, the University will offer them to classroom teachers (K-6) who hold emergency permits in Southern California public schools. During the first year of the Accreditation Pilot Project, the institution will request accreditation to offer an internship program for the Multiple Subject Teaching Credential with a CLAD Emphasis.

The University of Phoenix is regionally accredited by the North Central Association (NCA) of Colleges and Schools, as required by law. The University is also approved (licensed) by the California Bureau of Private Postsecondary and Vocational Education, as required by law.

The University of Phoenix has responded fully to each of the Commission's applicable preconditions for institutional accreditation. Each response to a precondition has been examined thoroughly and professionally. A written record of each response to each precondition has been established on behalf of the Commission. The University's proposed programs of

professional preparation comply with all preconditions of the Commission.

Additionally, Antioch University Southern California has responded to the special requirements that the Commission established for participation in the Accreditation Pilot Project pursuant to AB 2730 (Mazzoni). The President of the University of Phoenix, Dr. Jorge Klor de Alva, has submitted assurances to the Executive Director of the Commission that the University will, during the Accreditation Pilot Project, (1) respond to Pilot Project Accreditation Standards as adopted by the Commission, (2) participate in on-site reviews of accredited credential programs as sponsored by the Committee on Accreditation, and (3) provide information related to the Accreditation Pilot Project when it is requested by the CCTC Executive Director.

The staff concludes that the University of Phoenix has met all requirements and preconditions for institutional accreditation and participation in the Accreditation Pilot Project, which is the basis for Recommendation Two on page 126. If the Commission adopts this recommendation, the University's response to all applicable Common Standards and Program Standards, along with the University's responses to other requirements established by the Commission for participation in the pilot project, will be assessed by the Board of Institutional Reviewers (BIR). The BIR's findings will be reported to the Committee on Accreditation for appropriate action by that Committee, as required by law.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: C&CA-1

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

✓ Action

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

February 17, 1999

Summary
This item proposes additions and amendments to Title 5 Regulations pertaining to the Administrative Services Credential and for teachers in non-instructional positions. These proposed regulations include authorization statements for the Administrative Services Credential and teachers in non-instructional assignments. The regulations also contain the specific requirements for the Administrative Services Credential.

Fiscal Impact
There will be a minor cost to the agency related to disseminating the information to school districts and county offices of education and holding a public hearing. Such costs are contained within the budget of the Certification, Assignment and Waivers Division.

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?

Recommendation
Staff recommends that the Commission approve the additions and amendments to Title 5 Regulations pertaining to the Administrative Services Credential and for teachers in non-instructional positions for purposes of beginning the rulemaking files for submission to the Office of Administrative Law and scheduling a public hearing.

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. These regulations were presented as an information item at both the January and February 1999 Commission meetings.

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. These revised regulations were presented at the February 1999 Commission meeting.

Proposed Amendments for the Administrative Services Credential - Requirements

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.)

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), 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) 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 shall 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.

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

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.

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.
- (1) Development, coordination, and assessment of instructional programs;
 - (2) Evaluation of certificated and classified personnel;

- (3) Student discipline, including but not limited to suspension and expulsion, pursuant to Education Code Section 48000 et seq.;
 - (4) Certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement, pursuant to Education Code Section 44800 et seq.;
 - (5) Supervision of certificated and classified personnel;
 - (6) Management of school site, district or county level fiscal services;
 - (7) Recruitment, employment, and assignment of certificated and classified personnel; and
 - (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 is 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 is 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 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.

Title 5 80020.4. Teachers Serving as Staff 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 serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) 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: Section 44225(d), Education Code.

In the third authorization statement, staff is proposing to add Title 5 §80020.4.1 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).

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 staff development or curricular development program coordinator designed to improve instruction and enhance student learning at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults
- (b) Irrespective of the provisions set out in this section, only individuals who hold either the Reading and Language Arts Specialist Credential or Administrative Services Credential may coordinate school district or county reading programs. Effective July 1, 2000, school site reading programs may only be coordinated by individuals who hold 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(d) and 44258.9(b), Education Code.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: C&CA-2

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

✓ Action

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

February 17, 1999

Summary

This item proposes 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. The regulations also contain the specific requirements for the Reading and Language Arts Specialist Credential.

Fiscal Impact

There will be a minor cost to the agency related to disseminating the information to school districts and county offices of education and holding a public hearing. Such costs are contained within the budget of the Certification, Assignment and Waivers Division.

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?

Recommendation

Staff recommends that the Commission approve the proposed additions to the regulations pertaining to the Reading and Language Arts Specialist Credential and for teaching reading as a separate subject on a basic teaching credential for purposes of beginning the rulemaking files for submission to the Office of Administrative Law and scheduling a public hearing.

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. These regulations were presented as an information item at the February 1999 Commission meeting.

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 below.

Comparison of Reading Requirements

Type of Credential or Certificate	Reading Course Work or Examination Requirement
Multiple Subject Credential	One course; effective 10/98 RICA added for California trained teachers
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 (sunsets June 30, 2000) OR (2) passage of the RICA and six semester units of course work in specified areas (sunsets 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 full-time as a separate subject 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.

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

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 Reading and Language Arts Specialist program accredited by the Committee on Accreditation.
- (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, 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.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44203(e), 44225(d), and 44265, Education Code.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: C&CA-3

Committee: Credentials and Certificated Assignments

Title: Proposed Additions to Title 5 Regulations, §80048.3.1 and § 80413.3, Pertaining to Experienced Out-of-State Credentialed Teachers

✓ Information

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

**Proposed Additions to Title 5 Regulations,
§80048.3.1 and §80413.3,
Pertaining to Experienced Out-of-State Credentialed Teachers**

February 16, 1999

Summary

The following are the rationale and proposed text for Title 5 Regulations §80048.3.1 and §80413.3 that pertain to experienced out-of-state credentialed teachers. These additions place into regulation Education Code §44274.2 & §44274.4, added by Assembly Bill 1620 (Scott), Chaptered September 18, 1998 (Chapter 919). The proposed regulations also clarify terms used in these statutes.

Fiscal Impact Statement

AB1620 has a positive economic impact on individuals who meet the criteria and a lesser negative impact on colleges and universities, agencies that administer examinations, public school employers and the Commission. The regulations that clarify the criteria should not have an economic impact on any entity other than a minor short-term cost to the Commission related to holding a public hearing.

Policy Issues to Be Resolved

Shall the Commission clarify the credential requirements found in Education Codes §44274.2 and §44274.4 by placing them in regulations?

Background

AB1620, which became effective on September 18, 1998, allows experienced, out-of-state trained teachers to qualify for California certification without completing many of the statutory requirements needed by individuals prepared in California or those inexperienced teachers from outside of California. The individuals affected by this legislation must verify a specific number of years of successful, full-time teaching experience by submitting positive, rigorous evaluation reports from prior employers. At the November 1998 meeting, the Commission approved policy issues and definitions for the implementation of this new law until the regulatory process could be concluded.

Proposed Additions of §80048.3.1 and §80413.3

AB1620 allows the Commission to grant preliminary Multiple and Single Subject Teaching Credentials and Education Specialist Instruction Credentials to individuals who are trained in another state and have a specified number of years of experience teaching successfully out-of-state. It also establishes the

requirements for the professional clear credentials for these individuals.

The following is an overview of the regulations that document the requirements needed and clarify the definitions used for these credentials. A copy of the proposed regulations is attached, followed by a copy of Education Codes §44274.2 and §44274.4 found in AB1620.

80413.3: Multiple and Single Subject Teaching Credentials

80413.3(a):

This subsection pertains to individuals seeking the five-year preliminary Multiple or Single Subject Teaching Credential based on the following requirements. Additionally, those seeking the Single Subject Teaching Credential must have a degree major in the subject area requested.

1. Five years of full-time, out-of-state teaching experience in the subject of the credential sought.
2. Rigorous performance evaluations with a rating of satisfactory or better.
3. A valid, comparable teaching credential from another state.
4. A corresponding teacher preparation program from another state taken at a regionally accredited institution of higher education and approved by that state's appropriate agency.
5. A baccalaureate or higher degree completed at a regionally accredited institution of higher education.
6. Passage of the California Basic Educational Skills Test (CBEST).

To obtain the professional clear Multiple or Single Subject Teaching Credential, these individuals must complete 150 clock hours of staff development, college course work or other related activities that address one or more of the six standards found in the *California Standards for the Teaching Profession*. In the proposed regulations, individuals must complete this requirement in California while holding the AB1620 preliminary Multiple or Single Subject Teaching Credential.

80413.3(b)

The requirements for the three-year preliminary Multiple or Single Subject Teaching Credential are comparable to those just discussed for the five-year preliminary Multiple or Single Subject Teaching Credential except three years of full-time teaching experience are needed rather than the five years. Because these individuals must complete either an approved Beginning Teacher Support and Assessment (BTSA) program or an approved alternative program of beginning teacher induction as the renewal requirement for the professional clear credential, these three-year preliminary credentials will be restricted to an employing school district that has either program.

80413.3(c)

This subsection defines 1) majors for the Single Subject Teaching Credential, 2) full-time teaching experience, and 3) rigorous performance evaluations.

Majors for the Single Subject Teaching Credential: AB1620 requires that individuals applying for the Single Subject Teaching Credential have a degree major in the requested subject area. Because the subject areas listed on the credential are limited to those few established in statute, the proposed regulations need to identify the comparable degree majors. Also, the degree majors listed are limited to those with similar content because it is the only verification of the individual's subject matter competency.

Full-Time Teaching Experience: The proposed regulation clarifies that the teaching experience must be obtained from out-of-state public schools while holding that state's valid, comparable teaching credential. The experience can be gained in several states but not from outside of the United States. Full-time experience is defined as a minimum of four hours a day on a daily bases, unless the minimum statutory attendance requirement for the students served is less, and for at least 75% of the school year. The four-hour daily increment is based on the statutory student-attendance requirements for grades 4-12. The "75% of the school year" has been traditionally used to include teachers hired late by districts that underestimated the number of teachers needed at the school year. The proposed regulation also describes the type of verification letter needed.

Rigorous Performance Evaluations: The proposed regulations require submission of evaluations for at least two years of the out-of-state teaching experience, with at least one evaluation within the last two years. The proposal also defines the four areas that need to be included in the evaluation and allows submission of a supplemental evaluation letter if these specific areas are not covered in the formal evaluations. These needed areas are the following:

1. The use of teaching strategies that motivates all students to engage in the learning process.
2. The ability to establish and maintain high standards for student behavior.
3. A demonstration of deep knowledge of the subject being taught and the use of appropriate instructional strategies that promote student understanding.
4. An ability to plan and implement a sequence of appropriate instructional activities.

80413.3(d)

AB1620 does not allow individuals who have a Multiple or Single Subject Teaching Credential issued through reciprocity, established in Education Code §44274, to obtain a comparable credential based on experience. This proposed subsection reflects this stipulation.

80413.3(e)

Some individuals in California currently hold preliminary credentials and would qualify under AB1620. At the November 1998 Commission meeting, the Commissioners gave their approval to these individuals so they may re-apply under the AB1620 statutes if they also submit satisfactory or better rigorous performance evaluations from their California teaching experience. This proposed subsection would place that concept into regulation. It would also allow the individuals three years to complete the professional growth requirements.

80048.3.1: Education Specialist Instruction Credential

80048.3.1(a)

The proposed requirements for the five-year preliminary Level I Education Specialist Instruction Credential (Mild/Moderate Disabilities, Moderate/ Severe Disabilities, etc.) are the same as those for the five-year preliminary Multiple or Single Subject Teaching Credential mentioned in 80413.3(a), with several exceptions. The training, out-of-state certification and experience must be in the disability area of the California credential sought. Also, as with those seeking the preliminary Level I Education Specialist Instruction Credential through the more traditional method, individuals must verify an offer of California employment so they can complete the induction requirements for the professional clear Level II. If individuals meet all requirements except California employment, they may request a Certificate of Eligibility.

80048.3.1(b)

Under this proposal, individuals who obtain the preliminary Level I Education Specialist Instruction Credential based on these regulations will need to complete the current requirements for the professional clear Level II.

80048.3.1(c)

This subsection defines full-time teaching experience and rigorous performance evaluations. These are the same definitions found in the proposed 80413.3(c) for the Multiple and Single Subject Teaching Credentials.

80048.3.1(d)

As with the proposed the Multiple and Single Subject Teaching Credentials regulations, the statute, Education Code §44274, established in AB1620 will not allow an individual who has obtained a preliminary Level I Education Specialist Instruction Credential based on reciprocity to apply under this regulation.

80048.3.1(e)

Under this proposed subsection, an individual who holds a preliminary Specialist Instruction Credential in Special Education (Learning Handicapped, Severely Handicapped, etc.) and satisfies the AB1620 requirements may apply for a five-year preliminary Level I Education Specialist Instruction Credential under these regulations. If they have California experience, they will need to submit the most recent rigorous performance evaluation from their California employer.

**DIVISION VIII OF TITLE 5
CALIFORNIA CODE OF REGULATIONS**

80413.3 Specific Requirements for Preliminary and Professional Clear Multiple and Single Subject Teaching Credentials for Experienced Out-of-State Credentialed Teachers

- (a) The following pertains to individuals who have five years of appropriate teaching experience in a state other than California.
- (1) The minimum requirements for the five-year preliminary Multiple or Single Subject Teaching Credential are all of the following, (A) through (G).
 - (A) Five years of full-time teaching experience in the subject of the credential sought and in a state other than California.
 - (B) Rigorous performance evaluations.
 - (C) A valid teaching credential from another state, with a comparable authorization to the credential sought.
 - (D) Completion of a teacher preparation program taken at a regionally accredited institution of higher education and appropriate to the credential sought. The program must be approved by the appropriate state agency in the state where the program was completed.
 - (E) A baccalaureate or higher degree from a regionally accredited institution of higher education.
 - (F) In the case of an applicant for a five-year preliminary Single Subject Teaching Credential, completion of an academic major in the subject area of the credential sought.
 - (G) Passage of the California Basic Educational Skills Test (CBEST) described in Education Code §44252. A one-year nonrenewable Multiple or Single Subject Teaching Credential may be issued to an applicant who has not passed the CBEST and has satisfied subsections (a)(1)(A) through (a)(1)(F) above and Title 5 §80071.4(c).
 - (2) The minimum requirements for the professional clear Multiple or Single Subject Teaching Credential are both of the following:
 - (A) A five-year preliminary Multiple or Single Subject Teaching Credential issued pursuant to subdivision (a)(1), and
 - (B) Completion of 150 clock hours of activities addressing one or more of the following six standards. This may be satisfied by staff development, college course work or other activities related to the standards. When applying for the professional clear credential, a written list of the activities including a justification stating how each of the activities relates to the standard must be attached. An individual at the central office of a California school district or county office of education, or at a California school site who is responsible for curriculum and instruction in the authorization of the teacher's credential must sign the written justification agreeing that the activities relate to the standard(s) as stated. The individual must complete this requirement in California while holding the Multiple or Single Subject Teaching Credential issued pursuant to subdivision (a)(1).
 1. Engaging and supporting all students in learning.
 2. Creating and maintaining effective environments for student learning.
 3. Understanding and organizing subject matter for student learning.
 4. Planning instruction and designing learning experiences for all students.
 5. Assessing student learning.
 6. Developing as a professional educator.
- (b) The following pertains to individuals who have three years of appropriate teaching experience in a state other than California.
- (1) The minimum requirements for the three-year preliminary Multiple or Single Subject Teaching Credential are all of the following, (A) through (H).
 - (A) Three years of full-time teaching experience in the subject of the credential sought and in a state other than California.
 - (B) Rigorous performance evaluations.
 - (C) A valid teaching credential from another state, with a comparable authorization to the credential sought.

- (D) Completion of a teacher preparation program taken at a regionally accredited institution of higher education and appropriate to the credential sought. The program must be approved by the appropriate state agency in the state where the program was completed.
 - (E) A baccalaureate or higher degree from a regionally accredited institution of higher education.
 - (F) In the case of an applicant for a three-year preliminary Single Subject Teaching Credential, completion of an academic major in the subject area of the credential sought.
 - (G) An offer of employment from a California school district, county office of education or school operating under the direction of a California state agency that has one of the approved programs listed in (b)(2)(B). The document will be restricted to the requesting employer.
 - (H) Passage of the California Basic Educational Skills Test (CBEST) described in Education Code §44252. A one-year nonrenewable Multiple or Single Subject Teaching Credential may be issued to an applicant who has not passed the CBEST and has satisfied subsections (b)(1)(A) through (b)(1)(G) above and Title 5 §80071.4(c).
- (2) The minimum requirements for the professional clear Multiple or Single Subject Teaching Credential are both of the following:
- (A) A three-year preliminary Multiple or Single Subject Teaching Credential issued pursuant to subdivision (b)(1), and
 - (B) Completion of either of the following:
 1. A program of beginning teacher support and assessment established pursuant to Education Code, Article 4.5 (commencing with §44279.1) of Chapter 2 of Part 25, or
 2. An alternative program of beginning teacher induction that the commission determines, in collaboration with the Superintendent of Public Instruction, meets state standards for teacher induction.
- (c) The following definitions apply to terms used in this section.
- (1) Majors for the Single Subject Teaching Credential: Applicants for the Single Subject Teaching Credential must have a major in the fields identified below or in a closely related subject acceptable to the Commission.
- (A) Agriculture: agribusiness, animal science, crop science, dairy science, natural resources management, horticulture, or soil science.
 - (B) Art: art history or studio art.
 - (C) Business: accountancy, business administration, finance or marketing.
 - (D) English: composition or literature.
 - (E) Foreign Language: French, German, Spanish, or another language other than English.
 - (F) Health Science: health science or public health.
 - (G) Home Economics: foods, nutrition, child development, interior design, or clothing.
 - (H) Industrial and Technology Education: industrial technology.
 - (I) Mathematics: mathematics.
 - (J) Music: instrumental or vocal.
 - (K) Physical Education: kinesiology or physical education.
 - (L) Science: Biological Sciences: biology, marine biology, anatomy, or botany.
 - (M) Science: Chemistry: chemistry or biochemistry.
 - (N) Science: Geoscience: astronomy, earth science, ecology, or geology.
 - (O) Science: Physics: physics.
 - (P) Social Science: geography, government, political science, or history. An applicant with a major in one of the disciplines of anthropology, economics, psychology or sociology may receive the credential in social science if he or she also has a minor in geography, government, political science, or history. A minor is defined as 20 semester units obtained within the degree.

(2) Full-Time Teaching Experience: This is defined as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Less than 75% of a semester cannot be considered when accruing time. No part-time or combination of teaching with other school employment will be accepted. All experience must be gained in public schools in states other than California while serving on that state's valid teaching credential that is comparable to the authorization sought. Experience may be gained in more than one state other than California. This experience must be verified on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed. Experience from outside of the United States will not be considered.

(3) Rigorous Performance Evaluations:

(A) The teaching effectiveness areas on the performance evaluations must include, but are not be limited to, all of the areas, 1. through 4., below. If these areas are not included in the evaluations, the individual may submit a supplemental letter, on district letterhead, signed by the individual's principal or personnel officer in the district in which the evaluations took place. If an evaluation or supplemental letter cannot be obtained that includes all of the four areas, then the individual would not qualify under this section. Verification of the authenticity of the evaluation letters must be given in writing by a personnel officer in the district in which the evaluations took place.

1. The use of teaching strategies that motivates all students to engage in the learning process.
2. The ability to establish and maintain high standards for student behavior.
3. A demonstration of deep knowledge of the subject being taught and the use of appropriate instructional strategies that promote student understanding.
4. An ability to plan and implement a sequence of appropriate instructional activities.

(B) Evaluations of the teacher's performance for at least two of the years of teaching experience from a state other than California must be submitted with at least one evaluation within the last two years of the experience.

(C) Evaluation ratings must be satisfactory or better.

(d) An individual who has previously been issued a California Multiple or Single Subject Teaching Credential based on Education Code §44274 is not eligible for a credential issued under this section.

(e) An individual who has previously been issued a California Multiple or Single Subject Teaching Credential, based on other than Education Code §44274, is eligible for a credential issued under this section provided that the following (1) and (2) are met.

(1) Verification of all provisions of (a)(1) or (b)(1), and

(2) If the individual has California public school teaching experience in the authorization of the credential sought, submission of the most recent rigorous performance evaluation.

(3) If qualifying under (a)(1), the credential will be valid either five years from the issuance date of the original preliminary credential or three years from the date of application under (a)(1), which ever expires later.

(4) If qualifying under (b)(1), the credential will be valid three years from the date of application.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44274.2, 44274.4, 44279.1 and 44252, Education Code

80048.3.1 Specific Requirements for Preliminary Level I and Professional Clear Level II Education Specialist Instruction Credential for Experienced Out-of-State Credentialed Teachers

(a) The minimum requirements for the five-year preliminary Level I Education Specialist Instruction Credential are all of the following, (1) through (7).

(1) Five years of full-time teaching experience in the disability area of the credential sought and in a state other than California.

(2) Rigorous performance evaluations.

- (3) A valid special education teaching credential from another state, with a comparable authorization to the credential sought.
 - (4) Completion of a teacher preparation program taken at a regionally accredited institution of higher education and appropriate to the disability area of the credential sought. The program must be approved by the appropriate state agency in the state where the program was completed.
 - (5) A baccalaureate or higher degree from a regionally accredited institution of higher education.
 - (6) An offer of employment as specified in 80048.3(a)(8). An individual who has completed all other requirements (1) through (7) but does not have an offer of employment may apply for a Certificate of Eligibility as specified in 80048.3(a)(9).
 - (7) Passage of the California Basic Educational Skills Test (CBEST) administered pursuant to Education Code §44252. A one-year nonrenewable Level I Education Specialist Instruction Credential may be issued to an applicant who has not passed the CBEST and has satisfied subsections (a)(1) through (a)(6) above and Title 5 §80071.4(c).
- (b) The minimum requirements for the professional clear Level II Education Specialist Instruction Credential are both of the following:
- (1) A five-year preliminary Level I Education Specialist Instruction Credential issued pursuant to subdivision (a)(1), and
 - (2) Completion of all requirements for the professional clear Level II Education Specialist Instruction Credential, as specified in Title 5 §80048.4.
- (c) The following definitions apply to terms used in this section.
- (1) Full-Time Teaching Experience: This is defined as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Less than 75% of a semester cannot be considered when accruing time. No part-time or combination of teaching with other school employment will be accepted. All experience must be gained in public schools in states other than California while serving on that state's valid teaching credential that is comparable to the authorization sought. Experience may be gained in more than one state other than California. This experience must be verified on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed. Experience from outside of the United States will not be considered.
 - 2) Rigorous Performance Evaluations:
 - (A) The teaching effectiveness areas on the performance evaluations must include, but are not be limited to, all of the areas, 1. through 4., below. If these areas are not included in the evaluations, the individual may submit a supplemental letter, on district letterhead, signed by the individual's principal or personnel officer in the district in which the evaluations took place. If an evaluation or supplemental letter cannot be obtained that includes all of the four areas, then the individual would not qualify under this section. Verification of the authenticity of the evaluation letters must be given in writing by a personnel officer in the district in which the evaluations took place.
 1. The use of teaching strategies that motivates all students to engage in the learning process.
 2. The ability to establish and maintain high standards for student behavior.
 3. A demonstration of deep knowledge of the subject being taught and the use of appropriate instructional strategies that promote student understanding.
 4. An ability to plan and implement a sequence of appropriate instructional activities.
 - (B) Evaluations of the teacher's performance for at least two of the years of teaching experience from a state other than California must be submitted with at least one evaluation within the last two years of the experience.
 - (C) Evaluation ratings must be satisfactory or better.
- (d) An individual who has previously been issued a preliminary Level I Education Specialist Instruction Credential based on Education Code §44274 is not eligible for a credential issued under this section.
- (e) An individual who has previously been issued a California preliminary Specialist Instruction

Credential in Special Education is eligible for a credential issued under this section provided the following (1) and (2) are met.

- (1) Verification of all provisions of (a), and
- (2) If the individual has California public school teaching experience in the authorization of the credential sought, submission of the most recent rigorous performance evaluation.
- (3) The credential will be valid five years from the date of application.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44274.2, 44279.1 and 44252, Education Code

AB1620: Education Codes §44274.2 and §44274.4

44274.2

- (a) Notwithstanding Section 44227, Section 44259, or any other provision of this chapter, the commission shall issue a five-year preliminary multiple subject teaching credential authorizing instruction in a self-contained classroom or a five-year preliminary single subject teaching credential authorizing instruction in departmentalized classes to any applicant who has not been awarded a credential pursuant to Section 44274 and who fulfills all of the following requirements:
 - (1) A minimum of five years of full-time teaching experience in the subject of the credential sought.
 - (2) A valid corresponding elementary or secondary teaching credential from another state.
 - (3) A baccalaureate degree from a regionally accredited institution of higher education.
 - (4) Completion of teacher preparation at a regionally accredited institution of higher education.
 - (5) Submission of evidence of rigorous performance evaluations on which applicant received ratings of satisfactory or better.
 - (6) In the case of an applicant for a five-year preliminary single subject teaching credential, completion of an academic major in the subject area of the credential sought as determined by the commission.
 - (7) Passage of the state basic skills proficiency test administered pursuant to Section 44252. The commission may issue a one-year nonrenewable multiple or single subject teaching credential pursuant to paragraph (3) of subdivision (b) of Section 44252 prior to issuance of this preliminary credential to an applicant who has not passed the state basic skills proficiency test.
- (b) The commission shall issue a professional clear multiple or single subject teaching credential to any applicant who documents, in a manner prescribed by the commission, that he or she fulfills each of the following requirements:
 - (1) The commission has issued to the applicant a preliminary five-year teaching credential pursuant to subdivision (a).
 - (2) The applicant has completed 150 clock hours of activities that contribute to his or her competence, performance, and effectiveness in the education profession, and that assist the applicant in meeting or exceeding standards for professional preparation established by the commission.
- (c) The commission shall issue a five-year preliminary specialist instruction credential authorizing instruction of pupils with disabilities to any applicant who has not been awarded a credential pursuant to Section 44274 and who fulfills all of the following requirements:
 - (1) A minimum of five years of full-time teaching experience in the subject of the credential sought.
 - (2) A valid corresponding special education credential from another state.
 - (3) Completion of a professional preparation program in the requested education specialist category.
 - (4) A baccalaureate or higher degree from a regionally accredited institution of higher education.
 - (5) Submission of evidence of rigorous performance evaluations on which the applicant received ratings of satisfactory or better.
 - (6) Passage of the state basic skills proficiency test administered pursuant to Section 44252.
- (d) The commission shall issue a professional clear instruction credential to any applicant who fulfills the requirements for the professional clear Level II Education Specialist Instruction Credential, as established by the commission.

44274.4

- (a) Notwithstanding Section 44227, Section 44259, or any other provision of this chapter, the commission shall issue a three-year preliminary multiple subject teaching credential authorizing instruction in a self-contained classroom or a three-year preliminary single subject teaching credential authorizing instruction in departmentalized classes to any applicant who has not been awarded a credential pursuant to Section 44274 and who fulfills all of the following requirements:
 - (1) A minimum of three years of full-time teaching experience in the subject of the credential sought.
 - (2) A valid corresponding elementary or secondary teaching credential from another state.

- (3) A baccalaureate degree from a regionally accredited institution of higher education.
 - (4) Completion of teacher preparation at a regionally accredited institution of higher education.
 - (5) Submission of evidence of rigorous performance evaluations for which the applicant received ratings of satisfactory or better.
 - (6) In the case of an applicant for a three-year preliminary single subject teaching credential, completion of an academic major in the subject area of the credential sought as determined by the commission.
 - (7) Passage of the state basic skills proficiency test administered pursuant to Section 44252. The commission may issue a one-year nonrenewable multiple or single subject teaching credential pursuant to paragraph (3) of subdivision (b) of Section 44252 prior to issuance of this preliminary credential to an applicant who has not passed the state basic skills proficiency test.
- (b) The commission shall issue a professional clear multiple or single subject teaching credential to any applicant who documents, in a manner prescribed by the commission, that he or she fulfills each of the following requirements:
- (1) The commission has issued to the applicant a preliminary three-year teaching credential pursuant to subdivision (a).
 - (2) The applicant has completed either of the following:
 - (A) A program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1) of Chapter 2 of Part 25.
 - (B) An alternative program of beginning teacher induction that the commission determines, in collaboration with the Superintendent of Public Instruction, meets state standards for teacher induction.
-



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: C&CA-4

Committee: Credentials and Certificated Assignments

Title: A Report on Commission Action on Credential Waiver Requests July-December 1998 - (Report)

✓ Information

Prepared by: Mark McLean, Program Analyst
Certification, Assignment and Waivers Division

A Report on Commission Actions on Credential Waiver Requests July -December, 1999

February 16, 1999

Summary

The purpose of this item is to report to the Commission a summary of the waiver actions from July 1, 1998 to December 31, 1998. This summary compares the actions for that period with the actions for the same six month period in 1997 and discusses the demonstrated effect the Emergency Education Specialist Permit and Reading Specialist Certificate have had on waivers.

Fiscal Impact

There is no fiscal impact resulting from this report.

Policy Issues to be Resolved

Should the Commission make changes in policies governing credential waivers based upon waivers reviewed during the first six months of the 1998-99 school year?

Background

On October 27, 1997, the Education Specialist Instruction Credentials and Permits became available. The regulations governing these documents do not require that the teacher hold a prerequisite credential as was previously required. The new regulations also provide more options for qualifying for the emergency permit. While the new documents did not have a significant impact on waivers issued in 1997-98 due to the fact that most waivers were requested prior to the October implementation date, this report shows that they have contributed to a large decrease in waivers issued during the first half of 1998-99.

Regulations authorizing issuance of the Reading Certificate became effective on November 24, 1997. The availability of this certificate was expected to help decrease the number of waivers for reading specialists. This report indicates that the Reading Certificate has begun to have an effect on waivers.

Variable Term Waivers Approved

In the first six months of the 1998-99 fiscal year there was an overall decrease of nearly nine hundred in the number of waivers approved compared to the same period in 1997-98. From July 1st to December 31st, 1998 the Commission approved a total of 3,015 waivers compared to a total of 3,942 waivers issued for the same period in 1997. Table 1 provides specific information about the credential areas for which the greatest number of waivers were issued during the first half of each of those years. This information is further illustrated in Graph 1.

Table 1

WAIVERS BY CREDENTIAL TYPE	1997	1998	% DIF
30-Day Substitute	794	743	-6
Multiple Subject	392	299	-24
Single Subject	171	182	+6

Special Education including Resource Specialist	2169	1248	-42
Reading Specialist	312	252	-19

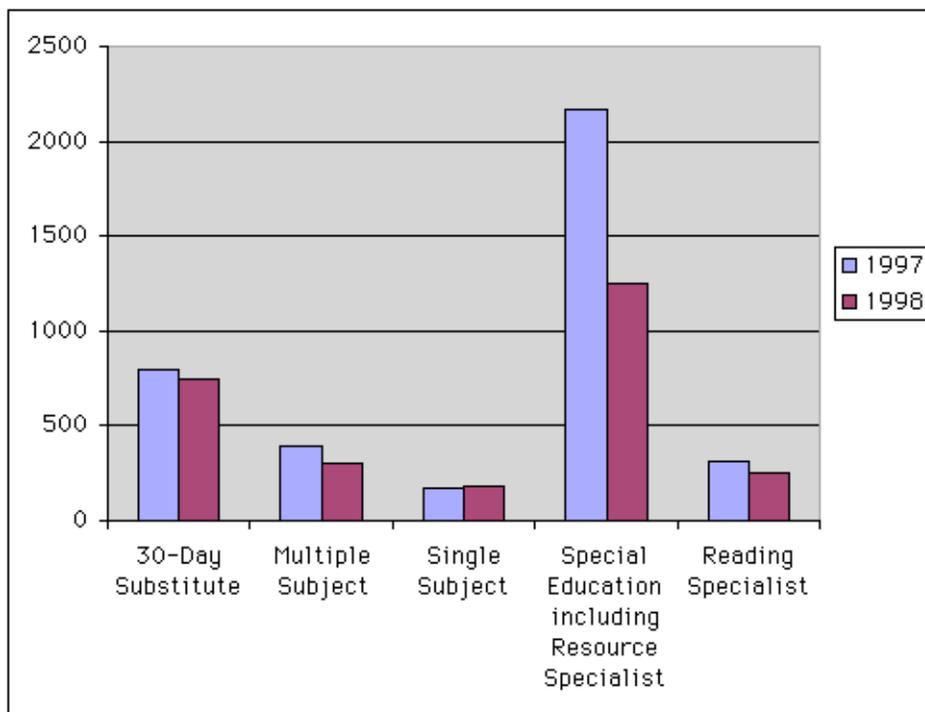
The most significant change in numbers of waivers issued is in the area of special education which is the credential area for which the largest number of waivers are requested. The decrease of 921 waivers from 1997 is due to the large number of individuals who have been able to qualify for the Emergency Education Specialist Permit under the new regulations. The new options allow individuals to qualify on the basis of nine semester units of course work or three years of experience. The permit's additional authorization to serve as a Resource Specialist has also contributed to the decrease in waivers. Employers who request a waiver for a resource specialist are now issued a waiver for the Education Specialist Credential. Although the permit became available in late October of 1997, it did not greatly affect waivers in 1997-98 as most special education waivers for the year had been requested with issuance dates prior to the implementation of the new permit. Therefore, the advent of the permit is beginning to show its effect this year.

Another noticeable reduction is in the area of Multiple Subject waivers which fell by nearly one-fourth. Although the implementation of legislation which lowers barriers to California certification for teachers trained outside of the state may have helped employers to recruit those candidates, it is unclear why there has been such a significant decrease in this area.

Waivers for reading specialists decreased by nearly twenty percent. This is due to the availability of the Reading Certificate which the Commission began to issue in November of 1997. Although university programs are not widely available as standards were not completed until the summer of 1998, individuals have been able to qualify for the certificate on the basis of equivalent course work. As more universities begin to develop programs for the certificate, waivers in this area are expected to decrease even further.

Based upon the overall twenty-two percent decrease in waivers for the first six months of 1998-99 compared to the same period in the previous year, it is estimated that the Commission will issue approximately six thousand waivers this fiscal year. This is down from over seven thousand six hundred in 1997-98.

**Graph 1
Comparison of Credential Types Waived Between the First Half of 1997-98 and
1998-99 Fiscal Year**



Month by Month Comparison of Waiver Requests Reviewed During the First Six Months of the 1997 and 1998 School Years

Table 2 compares the actions taken on waivers monthly for the first six months of the 1998-99 fiscal year to the same period in 1997-98. The table reflects the fact that the number of waivers issued has decreased in comparison to the same months in 1997. The table also shows a significant increase in the number of waivers which have been placed on the conditions and denial calendars compared to the previous year. These increases are based upon changes in waiver criteria and policies in the past year. The rise in waivers on the conditions calendar is largely due to the change in policy requiring individuals on CBEST waivers to take the CBEST at least twice and obtain a passing score of 41 on at least one section prior to consideration of a subsequent waiver. Many individuals received their waivers prior to the implementation of the new policy and did not meet the new requirements which caused the waivers for those applicants to be placed on the conditions calendar. The increase in waiver denials is attributed to the revised policies which allow only one year on Pupil Personnel, Administrative Services, and most bachelor's degree waivers.

**Table 2
Commission Action On All Waiver Requests Reviewed**

Month	Consent Calendar		Conditions Calendar		Committee Recommend for Denial		Commission Approval (Includes Reconsiderations)		Commission Denials	
	1997	1998	1997	1998	1997	1998	1997	1998	1997	1998
July	343	307	11	37	10	8	355	346	12	5
August	223	132	9	12	6	4	236	145	6	8
October	661	405	20	50	17	14	684	455	4	4
November	1101	826	44	92	19	31	1152	924	10	8
December	1464	1068	39	71	32	46	1515	1145	9	22
TOTALS	3792	2738	123	262	84	103	3942	3015	41	47

Education Code and Title 5 Regulations Waived from July Through December, 1998

Table 2 shows a comparison of the regulations which were waived during the last six months of 1997 and 1998. In correspondence with the decrease in the number of waivers for special education certification, waivers of Education Code Section 44265 for the Education Specialist credential program decreased by over seven hundred fifty. Waivers of Education Code Section 56362.5 for the Resource Specialist Certificate Program were virtually eliminated as the competencies required for that authorization are now incorporated in the programs for the Education Specialist Instruction Credential.

Waivers of Education Code §44252(b) for the CBEST requirement decreased by one hundred seventy. This is in conjunction with the large decrease in special education and small decrease in the number of 30-Day Substitute Permit waivers.

Waivers of Education Code §44268 for the Clinical or Rehabilitative Services Credential program increased by nearly 25% which indicates that employers are continuing to have difficulties in recruiting appropriately credentialed speech therapists. The Commission recently approved pursuing legislation which would allow employers to assign individuals who hold a speech therapy license issued by the California State Department of Consumer Affairs to these positions. Such legislation would be helpful in reducing the number of waivers in this area.

Waivers of Title 5 §80025(a)(1), the bachelor's degree requirement for the 30-Day Substitute Teaching Permit, increased by 37% from fifty-two to seventy-one. This indicates that employers are having more difficulty finding qualified substitute teachers than in previous years as they continue to utilize more individuals from their substitute pools to implement Class Size Reduction.

In May of 1998 the Commission adopted a policy to issue waivers for Pupil Personnel, Administrative Services and bachelor's degrees for all documents except 30-Day Substitute Permits for one year only. Table 2 shows that waivers of Education Code Section 44266 for the Pupil Personnel Services credential program, Education Code §44270 for the Administrative Services credential program, and Title 5 §80024.1(a)(1) for the bachelor's degree for Emergency Multiple and Single Subject Permits have not shown significant decreases based upon this policy. This is due to the fact that individuals who obtained waivers prior to the implementation of the new policy were allowed an additional waiver as they had met the conditions stated on the previous waiver. It is expected that a significant decrease in waivers for these areas will not occur until the 1999-2000 school year when there will be no reissuances of waivers in these areas.

**Table 2
Regulations waived from July to December, 1998**

Education Code or Title 5 Regulation Waived	1997	1998
Education Code §44252(b): CBEST for a credential or permit	1,459	1,289
Education Code §44253.3: Certificate or Credential to provide instruction to Limited English Proficient students	250	141
Education Code 44254: Program for Reading Certificate	0 (Previously issued as Reading Specialist)	249
Education Code §44256(b): Multiple Subject Credential needed for school programs addressing educational reform	1	0
Education Code §44260(a): Experience requirement for Designated Subjects	0	1

Vocational Education Teaching Credential		
Education Code §44260.4: Course work requirements for a Designated Subjects Credential in Driver's Education and Training	14	27
Education Code §44265: Professional preparation program for a Education Specialist Instruction Credential	1,772 (Spec Ed) 312 (Reading)	1,202
Education Code §44266: Professional preparation program for a Pupil Personnel Services Credential	35	32
Education Code §44267.5(a)(1): Bachelor's or higher degree from an accredited IHE for a Health Services School Nurse Credential	2	4
Education Code §44268: Professional preparation program for a Clinical or Rehabilitative Services Credential	132	162
Education Code §44269: Professional preparation program for a Library Media Teacher Services Credential	15	22
Education Code §44270: Program for Administrative Services Credential	0	3
Education Code §56362.5: Professional preparation program for a Resource pECIALIST Certificate	389	6
Title 5 §80024.1: Requirements for initial issuance of an Emergency Multiple or Single Subject Teaching Permit	86	92
Title 5 §80024.1(a)(1): Bachelor's degree for Emergency Multiple or Single Subject Teaching Permit	27	23
Title 5 §80025(a)(1): Bachelor's degree for Emergency 30-Day Substitute Teaching Permit	52	71
Title 5 §80046.1: Professional preparation program for an Adapted Physical Education Credential	52	67
Total	4,598	3,391

At the July or September 1999 meeting of the Commission staff will present a comprehensive summary of all of the Commission's actions on waiver requests by school districts. In that report staff will be able to provide a more informed analysis of general trends in the area of the Commission's waiver responsibility. This six month report is presented for information only.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PUB-1

Title: Sections 80025.3 and 80025.4 of Title 5 California Code of Regulations Pertaining to Substitute Teaching Authorizations and Sections 80067, 80068, 80069, 80069.1, and 80070 of Title 5 California Code of Regulations Pertaining to Requirements and Authorizations for Specific Specialist Instruction Credentials

✓ Action

Prepared by: Mark McLean, Program Analyst
Certification, Assignment and Waivers Division

PUBLIC HEARING

SECTIONS 80025.3 AND 80025.4 OF TITLE 5 CALIFORNIA CODE OF REGULATIONS PERTAINING TO SUBSTITUTE TEACHING AUTHORIZATIONS AND

SECTIONS 80067, 80068, 80069, 80069.1 AND 80070 OF TITLE 5 CALIFORNIA CODE OF REGULATIONS PERTAINING TO REQUIREMENTS AND AUTHORIZATIONS FOR SPECIFIC SPECIALIST INSTRUCTION CREDENTIALS

INTRODUCTION

The proposed amendments to Sections 80025.3 and 80025.4 pertaining to substitute teaching authorizations and Sections 80067, 80068, 80069, 80069.1 and 80070 pertaining to requirements and authorizations for specific specialist instruction credentials are being presented for public hearing. Included in this item are 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 #99-9902 dated January 4, 1999.

BACKGROUND OF THE PROPOSED REGULATIONS

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 require clarification in order to eliminate confusion or questionable interpretation among employers. At the August, 1998 meeting the Commission approved a plan to clarify in regulations those areas pertaining to assignment that are open to misinterpretation or which require updating. At the November, 1998 meeting the Commission approved this proposed language which clarifies the documents that authorize service as a day-to-day substitute and which establishes the requirements and authorizations for Specialist Instruction Credentials in Agriculture, Early Childhood Education, Gifted, Health Science and Mathematics.

PROPOSED CHANGES

Day-to-Day Substitute Teaching

Staff proposes three additions to Title 5 Regulations. First, as a result of a significant increase in the need for day-to-day substitute teachers in recent years the Commission adopted a policy in March, 1997 to clarify the types of certification which allow service as a substitute. The policy states that any credential for which the requirements are higher than those for the Emergency 30-Day Substitute Teaching Permit (bachelor's degree and passage of the CBEST) authorize the holder to substitute teach. This allows employers to assign individuals holding valid documents requiring more than a 30-Day Substitute Permit to substitute without requiring the individual to apply for the permit. Individuals who obtained full certification prior to the implementation of the CBEST are exempted from that requirement for purposes of substituting. Staff recommends that Title 5 Section 80025.3(a) be added to regulations in order to reflect this policy.

In 1996 the Commission issued a Credential Information Alert at the request of school districts and county offices of education in an effort to clarify whether a long-term Emergency Multiple or Single Subject Teaching Permit also authorized the individual to perform day-to-day substitute teaching. The pertinent language of the Alert stated the following:

An individual may serve as a long term substitute and a day to day substitute at the same time. After the long term substitute service is completed one may also serve as a day-to-day substitute for the remaining valid period of the permit.

The Commission considers these to be appropriate assignments because the individual who holds an Emergency Multiple or Single Subject Teaching Permit has met a higher standard than that which is required to serve as a day to day substitute. This is an assignment option available to employers if they choose to use it. There is no requirement that school districts allow persons who hold Emergency Multiple or Single Subject Teaching Permits to serve as substitutes.

Service is not restricted to the school district listed on the document but is restricted to service in a district in the county listed on the document. No release is required from the original district before the teacher may be employed in a new district within the county. Should the individual wish to serve as a day-to-day substitute in another county, he or she would have to submit an application and appropriate fee for an Emergency 30-Day Substitute Teaching Permit even though their long-term Emergency Multiple or Single Subject Teaching Permit may still be valid.

Staff proposes that Sections 80025.3(b) be added to Title 5 regulations to reflect this policy and include holders of Emergency Education Specialist, Emergency Resource Specialist, Emergency Clinical or Rehabilitative Services, and Emergency Library Media Teacher Services Permits which all require a minimum of a bachelor's degree and the CBEST. Staff also proposes including holders of the One-Year Non Renewable Teaching Credential and the Emergency Career Substitute Teaching Permit in this authorization. The One-Year Non Renewable Credential is available to individuals who have completed a full teacher preparation outside of California and the Career Substitute Teaching Permit is available to individuals who have substituted in a particular district for at least three years and authorizes service for 60 days in classes within that district. Both of those documents are restricted to the employer through which the certification is requested.

Third, Education Code Sections 56061 and 56062, which are under the authority of the Department of Education, limit substitute teaching in special education assignments to 20 days per classroom rather than the 30 days allowed for the regular classroom. Staff proposes that Title 5 Section 80025.4 be added to regulations to reflect that limitation for documents issued under the authority of the Commission.

Specialist Credentials

While there are regulations for the Reading and Language Arts, Bilingual, and Special Education Specialist Instruction Credentials, there are none for the remaining five Specialist Instruction Credential areas of Early Childhood Education, Agriculture, Health Science, Gifted, and Mathematics. With the exception of the Agricultural Specialist Instruction Credential, these credentials are issued in very small numbers. Currently the requirements for these documents are not specified in regulations. Therefore, staff proposes that Title 5 Sections 80067, 80068, 80069, 80069.1 and 80070 be amended to establish the requirements for those documents for individuals who complete programs in or outside of California. The proposed requirements for each document include possession of a prerequisite teaching credential and completion of a preparation program in the specific subject area.

Authorizations for these documents also need to be included in regulations. One area that has confused the field is the fact that the Commission also issues Single Subject Teaching Credentials in Agriculture, Health Science, and Mathematics. As the preparation programs for these credentials require course work beyond that of the basic teaching credential, the additional specialized training would be appropriate to allow individuals obtaining the credential to develop programs and curriculum and provide staff development in the area of specialization. Staff proposes that Title 5 regulations be added to establish authorizations for these documents that will clearly specify what the specialist credential in these fields authorize that the single subject credentials do not.

Staff proposes that Title 5 regulations be amended to include the following information:

- Section 80067 specifies the requirements, term and authorization for a professional clear Early Childhood Education Specialist Instruction Credential;
- Section 80068 specifies the requirements, term and authorization for a professional clear Agriculture Specialist Instruction Credential;
- Section 80069 specifies the requirements, term and authorization for a professional clear Health Science Specialist Instruction Credential;
- Section 80069.1 specifies the requirements, term and authorization for a professional clear Gifted Specialist Instruction Credential;
- Section 80070 specifies the requirements, term and authorization for a professional clear Mathematics Specialist Instruction Credential;
- Subsection (a) of each proposed regulation specifies the requirements for individuals completing their preparation program in California;
- Subsection (b) of each proposed regulation specifies the requirements for individuals who complete an equivalent preparation program outside of California;
- Subsection (c) of each proposed regulation specifies the term of each credential; and
- Subsection (d) of each proposed regulation specifies the authorization for each credential.

FINANCIAL IMPACT

California Commission on Teacher Credentialing: As the Commission previously established a policy to recognize the proposed regulatory changes for day-to-day substituting and has issued the affected Specialist Instruction Credentials under the authority of the Education Code, there will be no newly established fees or other fiscal impact to the Commission or other agencies or persons.

Local Agencies or School Districts: None.

State Colleges and Universities: None.

Private Persons: None.

NOTICE OF PROPOSED RULEMAKING 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 Education Associations

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

Tally of Responses

In Support	In Opposition
0 organizational opinions	0 organizational opinions
5 personal opinions	0 personal opinions

Responses Representing Organizational Opinions in Support

- None.

Responses Representing Personal Opinions in Support

- Anita Balkovek, Credentials Analyst, Shasta County Office of Education
- Christopher Bayless, Assistant Superintendent, Delhi Unified School District
- Kathy Kessler, Assistant Superintendent, Personnel Services, Huntington Beach City School District
- Jeanie Milliken, Chair, Department of Teacher Education, Point Loma Nazarene University
- Terrie Peets, Secretary to the Superintendent, Alpine County Office of Education

Responses Representing Organizational Opinions in Opposition

- None.

Responses Representing Personal Opinions in Opposition

- None.

STAFF RECOMMENDATION

The staff recommends that the Commission adopt the proposed regulations.



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

E-Mail: credentials@ctc.ca.gov

OFFICE OF THE EXECUTIVE DIRECTOR

99-9902

DATE: January 4, 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 of Sections 80024.3, 80025.4, 80069.1, 80067, 80068, 80069 and 80070 of Title 5, California Code

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:

March 4, 1999
1:30 p.m.
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California

STATEMENT OF REASONS

Substitute Teaching

As a result of a significant increase in the need for day-to-day substitute teachers in recent years the Commission adopted a policy in March, 1997 to clarify the types of certification which allow service as a substitute. The policy states that any credential for which the requirements are higher than those for the Emergency 30-Day Substitute Teaching Permit (bachelor's degree and passage of CBEST) authorize the holder to substitute teach. This allows employers to assign individuals holding valid documents requiring more than a 30-Day Substitute Permit to substitute without requiring the individual to apply for the permit. Individuals who obtained full certification prior to the implementation of the CBEST are exempted from that requirement for purposes of substituting based upon their preparation and years of experience.

Individuals who hold Multiple or Single Subject Teaching Permits have also met the minimum requirements for an Emergency 30-Day Substitute Teaching Permit. The Commission further wishes to establish that individuals who hold those permits may serve as a day-to-day substitute in other districts in the county listed on their permit once they have completed a long term assignment. The Commission proposes that Sections 80025.3(a), (b) and (c) be added to regulations to reflect the above policies regarding substitute teaching.

Education Code Sections 56061 and 56062, which are under the authority of the Department of Education, limit substitute teaching in special education assignments to 20 days per classroom rather than the 30 days allowed for a regular education classroom. Students in special education classes require service appropriate to their specialized needs. Teachers who hold full credentials for these assignments are required to complete a preparation program that includes instruction in serving students in both regular education and special education classrooms. Teachers substituting in these classes on the basis of a regular education credential or permit usually have had little or no training for serving this population of students. The Commission proposes that Title 5 Section 80025.4 be added to regulations to reflect a 20 day limitation for substitute teaching in special education classrooms on the basis of documents issued under the authority of the Commission.

Specialist Teaching Credentials in Agriculture, Early Childhood Education, Gifted, Health Science and Mathematics

While there are regulations for the Reading and Language Arts, Bilingual, and Special Education Specialist Instruction Credentials, there are none for the remaining five Specialist Instruction Credential areas of Agriculture, Early Childhood Education, Gifted, Health Science and Mathematics. With the exception of the Agricultural Specialist Instruction Credential, these credentials are issued in very small numbers. Currently the requirements for these documents are not specified in regulations. The Commission proposes establishing requirements for each document to include possession of a prerequisite teaching credential and completion of a preparation program in the specific subject area.

Authorizations for these documents also need to be included in regulations. One area that has confused the field is the fact that the Commission also issues Single Subject Teaching Credentials in Agriculture, Health Science, and Mathematics. The distinction between the authorizations for those documents and the Specialist Instruction Credentials in the same subjects has not been clear to employers. As the preparation programs for the Specialist Instruction Credentials require course work beyond that of the basic teaching credential, the additional specialized training would be appropriate to allow individuals obtaining the credential to develop programs and curriculum and provide staff development in the area of specialization.

The Commission proposes that Title 5 Sections 80067, 80068, 80069, 80069.1 and 80070 be amended to establish the requirements for Specialist Instruction Credentials in Early Childhood Education, Agriculture,

Health Science, Gifted, and Mathematics documents for individuals who complete programs in or outside of California. The Commission further wishes to establish authorizations for these documents that will clearly specify what the specialist credentials in these fields authorize that the single subject credentials do not.

DOCUMENTS RELIED UPON IN PREPARING REGULATIONS

No studies, reports, or other research documents were relied upon in the development of these proposed regulations.

DOCUMENTS INCORPORATED BY REFERENCE

Credential Information Alert 96-2 issued by the California Commission on Teacher Credentialing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments on the proposed action. The written comment period closes at 5:00 p.m. on Wednesday March 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, at 1900 Capitol Avenue, Sacramento CA 95814-4213, 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. The Commission 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 ACTION

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 at least 15 days before they are adopted.

CONTACT PERSON/FURTHER INFORMATION

Inquiries concerning the proposed action may be directed to Mark McLean (916) 323-7500 or [mmclean@ctc.ca.gov]. 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 of the California Code of Regulations

Proposed Amendments to Sections 80067, 80068, 80069, and 80070 and Addition of Sections 80025.3, 80025.4, and 80069.1 Pertaining to Substitute Teaching Authorizations and Specific Specialist Teaching Credential Requirements and Authorizations

INITIAL PROPOSED REGULATIONS

Title 5 §80025.3 . Day to Day Substitute Teaching.

(a) The holder of a valid California teaching or services credential for which the requirements are equal to or greater than

those listed in Title 5 Section 80025(a)(1) and (2) for an Emergency 30-Day Substitute Teaching Permit is authorized to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year. Holders of teaching or services credentials issued prior to February 1, 1983 will not be held to the requirement in Education Code §44252(b) if the requirements for the credential included a bachelor's degree and a professional preparation program.

- (b) The holder of a permit or credential issued according to the provisions of Title 5 Section 80023.2, 80025.1 or 80071.4 (c) may, in addition to the authorization of the permit, serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults during the valid period of the permit in any district within the county listed on the document. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.
- (c) The provisions of this section do not apply to teachers who hold documents issued under the provisions of Education Code Sections 44305, 44321 or 44325.

§80025.4. Substituting in a Special Education Classroom.

- (a) The holder of a document authorizing day-to-day substitute teaching according to the provisions of Title 5 Sections 80025 and 80025.3 is authorized to serve as a substitute in a special education classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults. However, the holder shall not serve as a special education substitute for more than 20 days for any one teacher during the school year.

§80067. Specific Requirements for the Professional Clear Early Childhood Education Specialist Instruction Credential.

- (a) The minimum requirements for the professional clear Early Childhood Education Specialist Instruction Credential for applicants who complete a professional preparation program in California shall include (1) through (3):
 - (1) possession of a valid California Multiple Subject, Standard Elementary or General Elementary Teaching Credential;
 - (2) completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation for the Early Childhood Education Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area; 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 Early Childhood Education Specialist Instruction 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 Early Childhood Education Specialist Instruction Credential under this section:
 - (1) possession of a valid California Multiple Subject, Standard Elementary or General Elementary Teaching Credential; and
 - (2) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Early Childhood Education Specialist Instruction 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) Term.

The professional clear Early Childhood Education Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

- (d) Authorization.

The Early Childhood Education Specialist Instruction Credential authorizes the holder to develop and coordinate curriculum, develop programs and deliver staff development including age appropriate teaching methodologies for child development programs and early childhood education programs in grades three and below which are coordinated by school districts or county offices of education. This credential also authorizes teaching courses in child development in grades twelve and below and in classes organized primarily for adults.

§80068. Specific Requirements for the Professional Clear Agriculture Specialist Instruction Credential.

- (a) The minimum requirements for the professional clear Agriculture Specialist Instruction Credential for applicants who complete a professional preparation program in California shall include (1) through (3):
 - (1) possession of a valid California Single Subject Teaching Credential in Agriculture, Standard Secondary Teaching Credential in Agriculture Science or Special Secondary Credential in Vocational Agriculture;
 - (2) completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation for the Agriculture Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area; 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 Agriculture Specialist Instruction 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 Agriculture Specialist Instruction Credential under this section:
 - (1) possession of a valid California Single Subject Teaching Credential in Agriculture, Standard Secondary Teaching Credential in Agriculture Science or Special Secondary Credential in Vocational Agriculture; and
 - (2) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Agriculture Specialist Instruction 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) Term.

The professional clear Agriculture Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (d) Authorization.

The Agriculture Specialist Instruction Credential authorizes the holder to develop and coordinate curriculum, develop programs and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

§80069. Specific Requirements for the Professional Clear Health Science Specialist Instruction Credential.

- (a) The minimum requirements for the professional clear Health Science Specialist Instruction 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 Health Science Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area; 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 Health Science Specialist Instruction 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 Health Science Specialist Instruction 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 Health Science Specialist Instruction 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) Term.

The professional clear Health Science Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (d) Authorization.

The Health Science Specialist Instruction Credential authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for health science education programs coordinated by school districts and county offices of education.

§80069.1. Specific Requirements for the Professional Clear Gifted Specialist Instruction Credential.

- (a) The minimum requirements for the professional clear Gifted Specialist Instruction 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 Gifted Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area; 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 Gifted Specialist Instruction 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 Gifted Specialist Instruction 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 Gifted Specialist Instruction 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) Term.

The professional clear Gifted Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

(d) Authorization.

The Gifted Specialist Instruction Credential authorizes the holder to develop and coordinate curriculum, develop programs and deliver staff development for gifted education programs coordinated by school districts and county offices of education.

§80070. Specific Requirements for the Professional Clear Mathematics Specialist Instruction Credential.

(a) The minimum requirements for the professional clear Mathematics Specialist Instruction 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 Mathematics Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area; 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 Mathematics Specialist Instruction 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 Mathematics Specialist Instruction 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 Mathematics Specialist Instruction 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) Term.

The professional clear Mathematics Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

(d) Authorization.

The Mathematics Specialist Instruction Credential authorizes the holder to develop and coordinate curriculum, develop programs and deliver staff development for mathematics education programs coordinated by school districts and county offices of education.

STATE OF CALIFORNIA
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 445-7254 Web Site: <http://www.ctc.ca.gov>
E-Mail: credentials@ctc.ca.gov

GRAY DAVIS, Governor



OFFICE OF THE EXECUTIVE DIRECTOR

Attn.: Sam Swofford, Ed.D.
Executive Director

Title: Substitute Teaching and Specialist Credentials
Section Nos.: 80025.3, 80025.4, 80069.1, 80067,
80068, 80069 and 80070

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 March 4, 1998, in order that the material can be presented at

the March 5, 1998 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: _____

route to mm



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Annual Report on the PRAXIS and SSAT Exams in English, Mathematics, and Social Science

✓ Action

Prepared by: Bethany Brunsman, Ph.D., Consultant, and Bob Carlson, Ph.D., Administrator
Professional Services Division

Summary of an Agenda Report

Annual Report on the Praxis and SSAT Exams in English, Mathematics, And Social Science

Professional Services Division
February 17, 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. In February 1999, the Commission adopted a schedule for the reporting of examination results. The draft report entitled *Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science* that follows this agenda report (as Attachment to PERF —1) is the first of what will be annual reports describing the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the subject areas of English, mathematics, and social science. The report provides information about the Praxis and SSAT exams and their development, administration, and scoring; presents preparation and demographic data about examinees who took the Praxis and SSAT exams in English, mathematics, and social science from December 1995 through June 1998; and provides information about examinee performance (i.e., passing rates) on the exams.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective One: Develop candidate and program standards.

Objective Two: Develop and administer teacher assessments.

Fiscal Impact Statement

The costs of preparing the report are supported from the agency's base budget.

Recommendation

Staff recommends that the Commission accept the draft report entitled *Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science* (provided separately from the Commission's agenda) and authorize staff to finalize it and make it available to interested parties.

Annual Report on the Praxis and SSAT Exams in English, Mathematics, And Social Science

Professional Services Division
February 17, 1999

Background

The Commission issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements to earn a Single Subject Teaching

Credential is verification of subject matter competence. Prospective teachers have two alternative ways to meet this requirement: (a) completion of a Commission-approved program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter examinations. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of assuring minimum levels of subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

Since December 1995, the Commission has used selected exams in The Praxis Series: Professional Assessments for Beginning Teachers (Praxis exams), administered by Educational Testing Service (ETS), and the Single Subject Assessments for Teaching (SSAT exams), administered by National Evaluation System, Inc. (NES), for this purpose. The specific exams used to verify subject matter knowledge in the subject areas of English, mathematics, and social science are shown in the table on the next page. Candidates for Single Subject Teaching Credentials in English, mathematics, and social science who have not completed Commission-approved subject matter preparation programs must pass the appropriate Praxis *and* SSAT exams listed in the table.

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 enable the Commissioners and their diverse constituents to ascertain the effectiveness of the examinations and their impact on the overall system of teacher preparation in California. The publishing of reports on examination results is a public service strongly related to the Commission's function as the education licensing body in California.

Subject Matter Examinations in English, Mathematics, and Social Science

Subject	Praxis Exam(s)	SSAT Exam
English	English Language, Literature, and Composition: Essays	<ul style="list-style-type: none"> • Literature and English Language
Mathematics	Mathematics: Proofs, Models, and Problems, Part 1 Mathematics: Proofs, Models, and Problems, Part 2	<ul style="list-style-type: none"> • Mathematics
Social Science	Social Studies: Analytical Essays Social Studies: Interpretation of Materials	<ul style="list-style-type: none"> • Social Science

The draft report entitled *Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science* that follows this agenda report (as Attachment to PERF&emdash;1) is the first of what will be annual reports describing the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the subject areas of English, mathematics, and social science. This report provides information about the Praxis and SSAT exams and their development, administration, and scoring; presents preparation and demographic data about examinees who took the Praxis and SSAT exams in English, mathematics, and social science from December 1995 through June 1998; and provides information about examinee performance (i.e., passing rates) on the exams.

Staff recommends that the Commission accept the draft report and authorize staff to finalize it and make it available to interested parties.

[Click here for Table of Contents](#)

D R A F T

**Annual Report
on the Praxis and SSAT Examinations in
English, Mathematics, and Social Science**



DRAFT

**Annual Report
on the Praxis and SSAT Examinations in
English, Mathematics, and Social Science**

Authors:

Bethany A. Brunzman, Ph.D., Consultant
Professional Services Division

Robert E. Carlson, Jr., Ph.D., Administrator
Professional Services Division



Dennis Tierney, Ph.D., Director
Professional Services Division

Sacramento, California
February 1999

**California Commission on
Teacher Credentialing
March 1999**

Members of the Commission

Torrie L Norton, Chairperson	Elementary School Teacher
Gary Reed, Vice Chairperson	Public Member
Melodie Blowers	School Board Member
Verna B. Dauterive	School Principal
Carolyn L. Ellner	Postsecondary Education Member
Scott Harvey	Public Member
Carol Katzman	Office of the Superintendent of Public Instruction
Helen Lee	Public Member
Doris Miner	School Counselor
Edmund Sutro	High School Teacher
Jane Veneman	Special Education Teacher
Nancy Zarenda	Elementary School Teacher

Ex-Officio Members

Edward DeRoche	Association of Independent California Colleges and Universities
Bill Wilson	California State University
Elizabeth Graybill	California Postsecondary Education Commission
Jon Snyder	Regents, University of California

Executive Officer

Sam W. Swofford, Ed.D. Executive Director

Table of Contents

List of Tables

Acknowledgments

Executive Summary

Part 1: Background Information

Part 2: Description, Development, Administration, and Scoring of the Examinations

Description of the Exams

Development of the Exams

Administration of the Exams

Scoring of the Exams

Part 3: Preparation and Demographic Data for Examinees

Description of the Preparation and Demographic Data (Tables 4, 5, and 6)

English

Mathematics

Social Science

Summary

Part 4: Performance on the Exams

Description of the Passing Rate Data (Tables 7-15)

English

Mathematics

Social Science

Summary

Appendices (Not available on-line)

A: Praxis Examination Test Specifications

B: SSAT Examination Test Specifications

C: Praxis Examination Scoring Guides

D: Sample Praxis and SSAT Individual Score Reports

List of Tables

Table 1: Subject Matter Examinations in English, Mathematics, and Social Science

Table 2: Number of Examinations Administered in 1997-98

Table 3: Exam Passing Standards in English, Mathematics, and Social Science

Table 4: Preparation and Demographic Data for English Exam Participants

Table 5: Preparation and Demographic Data for Mathematics Exam Participants

Table 6: Preparation and Demographic Data for Social Science Exam Participants

- Table 7: [Cumulative Passing Rates on the Praxis and SSAT English Exams \(Combined\)](#)
- Table 8: [First-Time Passing Rates on the Praxis and SSAT English Exams \(Combined\)](#)
- Table 9: [Cumulative and First-Time Passing Rates on the Praxis and SSAT English Exams \(By Test\)](#)
- Table 10: [Cumulative Passing Rates on the Praxis and SSAT Mathematics Exams \(Combined\)](#)
- Table 11: [First-Time Passing Rates on the Praxis and SSAT Mathematics Exams \(Combined\)](#)
- Table 12: [Cumulative and First-Time Passing Rates on the Praxis and SSAT Mathematics Exams \(By Test\)](#)
- Table 13: [Cumulative Passing Rates on the Praxis and SSAT Social Science Exams \(Combined\)](#)
- Table 14: [First-Time Passing Rates on the Praxis and SSAT Social Science Exams \(Combined\)](#)
- Table 15: [Cumulative and First-Time Passing Rates on the Praxis and SSAT English Exams \(By Test\)](#)
- Table 16: [Summary of Passing Rates on the Praxis and SSAT Exams in English, Mathematics, and Social Science](#)

Acknowledgments

The authors recognize and appreciate the contributions of Commission staff members Diane Tanaka, Judy Oster, and Michele Carl in assembling this report. Diane Tanaka and Judy Oster analyzed the data and assisted in producing the data tables. Michele Carl helped assemble the appendices.

DRAFT

Annual Report

on the Praxis and SSAT Examinations in English, Mathematics, and Social Science

(February 1999)

Executive Summary

The California Commission on Teacher Credentialing issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements to earn a Single Subject Teaching Credential is verification of subject matter competence. Prospective teachers have two alternative ways to meet this requirement: (a) completion of a Commission-approved program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter examinations.

Since December 1995, the Commission has used selected exams in The Praxis Series: Professional Assessments for Beginning Teachers (Praxis exams), administered by Educational Testing Service (ETS), and the Single Subject Assessments for Teaching (SSAT exams), administered by National Evaluation System, Inc. (NES), for this purpose. This report is the first of what will be annual reports describing the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the subject areas of English, mathematics, and social science. The specific exams used are shown in Table 1 below. Candidates for Single Subject Teaching Credentials in English, mathematics, and social science who have not completed Commission-approved subject matter preparation programs must pass the appropriate Praxis *and* SSAT exams listed in Table 1.

Table 1: Subject Matter Examinations in English, Mathematics, and Social Science

Subject	Praxis Exam(s)	SSAT Exam
English	English Language, Literature, and Composition: Essays	Literature and English Language
Mathematics	Mathematics: Proofs, Models, and Problems, Part 1 Mathematics: Proofs, Models, and Problems, Part 2	Mathematics
Social Science	Social Studies: Analytical Essays Social Studies: Interpretation of Materials	Social Science

This report provides information about the Praxis and SSAT exams and their development, administration, and scoring; presents preparation and demographic data about examinees who took the Praxis and SSAT exams in English, mathematics, and social science from December 1995 through June 1998; and provides information about examinee performance (i.e., passing rates) on the exams.

Summary of Preparation and Demographic Data for Examinees

More candidates for Single Subject Teaching Credentials take the English and social science exams than take the mathematics exams. Fewer candidates take the Praxis exams than take the SSAT exams. About half of the examinees in each of the three subject areas had a Bachelor's Degree or a Bachelor's Degree plus additional units, and about 15 percent had a Master's Degree or above. The participants in the social science exams appeared better prepared than the other two groups, and the participants in the mathematics exams seemed less prepared. Among the social science participants, 45 percent had completed 37 or more semester units in social science; 21 percent had fewer than 25 units. For math, these figures are reversed: Only 24 percent had 37 or more semester units in math, and 42 percent had fewer than 25 units. Sixty percent of the social science participants majored in social sciences, but only 17 percent of the math participants majored in mathematics. Among the English participants, 32 percent had majored in English, and 36 percent had completed at least 37 semester units in English.

Although there is a substantial amount of missing information on this variable, it appears that perhaps the majority of each group was prepared outside of California. In English, the majority of participants were female; the reverse is true in mathematics and social science. All three groups consisted predominantly (62-76%) of White participants. The mathematics group included the greatest percentage of participants (34%) who reported other ethnicities. In all three subject areas, although the changes are small, the percentages of Asian American participants and Latino or other Hispanic participants have increased from the 1995-96 annual cohort to the 1997-98 annual cohort, while the percentages of Mexican American participants have decreased.

A common finding for all three subject areas relates to examinee volumes. In each case, the more recent 1997-98 cohort is smaller than the 1996-97 cohort. This may suggest a downward trend in the number of exam participants.

Summary of Passing Rates on the Examinations

Table 2 on the next page provides a summary of the cumulative and first-time passing rates on the Praxis and SSAT examinations in English, mathematics, and social science. *To fully understand Table 1 and the discussion that follows, the reader should read "Description of the Passing Rate Data (Tables 7-15)" on pages 21-*

Table 2: Summary of Passing Rates on the Praxis and SSAT Exams in English, Mathematics, and Social Science

	Cumulative Passing Rates					
	All Participants		Attempted All Exams		First-Time Passing Rates	
	N	% Passed	N	% Passed	N	% Passed
ENGLISH						
SSAT:						
Literature and English Language	2133	66.4	--	--	3373	55.4
Praxis:						
English Language, Literature, and Composition: Essays	1365	72.7	--	--	2131	63.1
SSAT and Praxis Combined	2001	44.5	1401	63.6	2071	47.0
MATHEMATICS						
SSAT:						
Mathematics	1290	57.7	--	--	1844	49.1
Praxis:						
Mathematics: Proofs, Models, and Problems, Part 1	736	40.2	--	--	1081	29.5
Mathematics: Proofs, Models, and Problems, Part 2	705	30.5	--	--	1033	21.3
SSAT and Praxis Combined	1236	14.7	688	26.5	942	16.2
SOCIAL SCIENCE						
SSAT:						
Social Science	2263	86.1	--	--	3462	80.1
Praxis:						
Social Studies: Analytical Essays	1357	47.4	--	--	2113	31.4
Social Studies: Interpretation of Materials	1355	56.9	--	--	2099	40.6

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

23 of the report. More candidates for Single Subject Teaching Credentials take the English and social science exams than take the mathematics exams. Fewer candidates take the Praxis exams than take the SSAT exams. Candidates for English credentials are more successful at meeting the complete (combined) examination requirement than candidates for social science or mathematics credentials, in terms of both cumulative passing rates and first-time passing rates. This may be due in part to the fact that there are only two examinations required of English credential candidates, while there are three required of social science and mathematics credential candidates. The low passing rates on the mathematics exams may be due to candidates with inadequate preparation in math taking the exams because it is a shortage field.

The cumulative passing rates for participants who took both (in English) or all three (in mathematics and social science) exams are higher than the cumulative passing rates for all participants. This is due to the fact that not all participants took all required exams. It appears that some candidates who do not pass the first exam they take decide not to take other exams in that field.

On each separate exam, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. A comparison of the passing rates of annual cohorts of participants shows that in mathematics, the cumulative passing rate of all participants, the cumulative passing rate of the participants who attempted all three required exams, and the first-time passing rate on the exams combined have increased. There are mixed results in English, where the cumulative passing rate of all participants decreased, but the cumulative passing rate of the participants who attempted all three required exams, and the first-time passing rate on the exams combined, have increased. In social science, all three types of passing rates have decreased.

Overall, in all three subject areas, males have slightly higher overall cumulative passing rates than females. There is greater variation in the overall cumulative passing rates for subgroups based on ethnic background. In all three areas, Asian American participants, White participants, and participants who selected the "Other" category have achieved the highest passing rates, while African American, Latino/Other Hispanic, and Mexican American participants have passed at the lowest rates.

In all three areas, preparation in terms of semester units of coursework in the area, undergraduate major, and undergraduate grade point average is associated with performance in terms of passing rates. Participants with 37 or more semester units of coursework in the area pass at higher rates than participants with fewer than 25 units. Participants with undergraduate majors in the subject area have higher passing rates than participants who do not. The higher the grade point average, the higher the passing rate. An important implication of these findings is that subgroups of participants may be able to increase their success rates on the English, mathematics, and social science Praxis and SSAT examinations by strengthening their academic preparation.

Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science

Part 1 Background Information

The California Commission on Teacher Credentialing issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements to earn a Single Subject Teaching Credential is verification of subject matter competence. Prospective teachers have two alternative ways to meet this requirement: (a) completion of a Commission-approved program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter examinations. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of assuring minimum levels of subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

Since December 1995, the Commission has used selected exams in The Praxis Series: Professional Assessments for Beginning Teachers (Praxis exams), administered by Educational Testing Service (ETS), and the Single Subject Assessments for Teaching (SSAT exams), administered by National Evaluation System, Inc. (NES), for this purpose. This report is the first of what will be annual reports describing the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the subject areas of English, mathematics, and social science. These exams are listed in Table 1. Other annual reports will be prepared on the Praxis and SSAT exams in other credential areas.

Table 1: Subject Matter Examinations in English, Mathematics, and Social Science

Subject	Praxis Exam(s)	SSAT Exam
English	English Language, Literature, and Composition: Essays	Literature and English Language

Mathematics	Mathematics: Proofs, Models, and Problems, Part 1 Mathematics: Proofs, Models, and Problems, Part 2	Mathematics
Social Science	Social Studies: Analytical Essays Social Studies: Interpretation of Materials	Social Science

Candidates for Single Subject Teaching Credentials in English, mathematics, and social science who have not completed Commission-approved subject matter preparation programs must pass the appropriate Praxis *and* SSAT exams listed in Table 1.

Part 2 of this report provides information about the Praxis and SSAT exams and their development, administration, and scoring. Part 3 presents preparation and demographic data about examinees who took the Praxis and SSAT exams in English, mathematics, and social science from December 1995 through June 1998. Part 4 provides information about examinee performance (i.e., passing rates) on the exams.

Part 2 Description, Development, Administration, and Scoring of the Examinations

This part of the report includes a description of the Praxis and SSAT exams and provides information about their development, administration, and scoring.

Description of the Exams

The Praxis Exams

The Praxis exams in English, mathematics, and social studies were developed to measure an examinee's depth of knowledge and higher-order thinking skills in a particular subject area through the use of constructed-response questions. Like the SSAT exams, the Praxis exams are based on content specifications that were developed by committees of California educators and teacher educators and adopted by the Commission. The test specifications for the Praxis exams in English, mathematics, and social studies are provided in Appendix A. Each of the tests is described below.

English

The Praxis exam "English Language, Literature, and Composition: Essays" consists of two essay questions. One question asks the examinee to analyze a specific passage of prose or poetry, or to write a detailed, analytic comparison of two such passages. The second question asks the examinee to take a position on and discuss a general issue that is relevant to the study of literature (e.g., the nature of literary interpretation, the value of studying literature, the qualities that define the discipline of literary study). The two questions are equally weighted in scoring. Examinees are given one hour for each essay question.

Mathematics

"Mathematics: Proofs, Models, and Problems, Part 1" consists of four exercises requiring an understanding of mathematical concepts and their applications. Examinees are required to construct a mathematical model/representation (e.g., an equation, figure, or graph) of a real-life object, process, or situation; construct a mathematical proof; and solve two math problems. In scoring, the two problems represent approximately 33 percent of the total test score, and the model and proof each represent about 33 percent of the test score. Examinees are allowed one hour for this test. Graphing calculators are allowed.

The Praxis exam "Mathematics: Proofs, Models, and Problems, Part 2" consists of three exercises in which examinees are required to construct an advanced model or a proof, solve a basic math problem, and solve an advanced math problem. The two math problems are each worth 30 percent of the total test score; the model or proof represents 40 percent of the total test score. Examinees are allowed one hour for this test, and graphing calculators are allowed.

Eligible content areas for assessment on the two Praxis math tests are:

- Arithmetic and Basic Algebra (Parts 1 and 2)
- Geometry (Parts 1 and 2)
- Analytic Geometry (Parts 1 and 2)
- Functions and Their Graphs (Parts 1 and 2)
- Probability and Statistics (Parts 1 and 2)
- Discrete Mathematics (Parts 1 and 2)
- Calculus (Part 2)
- Abstract Algebra (Part 2)
- Linear Algebra (Part 2)

Social Studies

"Social Studies: Analytical Essays" includes two essay questions. The questions require analysis of contemporary and historical issues, the understanding of interdisciplinary relationships, and the synthesis and integration of information within an analytical essay. Each essay question is interdisciplinary and draws on at least two of the following fields: United States history, world history, government/civics/political science, geography, and economics. Questions may also include material from the behavioral science fields of sociology, anthropology, and psychology. One question contains United States subject matter and the other contains world subject matter. One contains historical issues; the other current issues. The two questions are equally weighted in determining the total test score. Examinees are given one hour to complete this test.

"Social Studies: Interpretation of Materials" consists of five two-part short-answer essay questions that require reading and interpreting social studies materials, drawing inferences from such materials, and relating these materials to knowledge of the individual fields in social studies. Material presented for interpretation can take the form of a map, chart, graph, table, cartoon, diagram, quotation, or an excerpt from a document. The test contains one question from each of the following five fields: United States history, world history, government/civics/political science, geography, and economics. At least one of the five questions contains content relating to minorities in the United States, to women, and/or to Latin America, Africa, or Asia (including the Middle East). The first part of each question assesses the ability to comprehend the material presented; the second part requires the ability to interpret or explain the material, draw inferences about it, and/or relate it to outside knowledge. Each of the five questions is weighted equally in scoring. Within each question, the first part counts for one-third and the second part counts for two-thirds of the question's score. Examinees are given one hour to complete this exam.

The SSAT Exams

The SSAT exams in English, mathematics, and social science consist of 80 scorable multiple-choice items.¹ They are based on content specifications that were developed by committees of California educators and teacher educators and adopted by the Commission. The test specifications for the SSAT exams in English, mathematics, and social science are provided in Appendix B. Each exam was designed to measure an examinee's breadth of content knowledge in the subject area. The tests are administered in five-hour sessions, during which examinees can take either one or two tests. Calculators are not allowed when taking the SSAT exam in mathematics.

¹ The SSAT exams also contain 20 nonscorable items for pilot-testing purposes.

The SSAT exams in English, mathematics, and social science assesses knowledge and skills in the following areas:

English:
Literature
Language/Linguistics
Rhetoric/Composition

Mathematics:
Algebra
Geometry
Functions
Number theory
Mathematical systems
Statistics and probability
Discrete mathematics
History of mathematics

Social Science:
United States history
World history
Geography
Political science
Economics
Behavior sciences

More detail about the SSAT exams is provided in the test specifications in Appendix B.

Development of the Exams

Development of Test Specifications

Until 1992, the Commission used the National Teachers Examinations (NTE) Specialty Area Tests, multiple-choice exams developed and administered by ETS, to fulfill its Education Code responsibility to administer subject matter exams. In 1987 and 1988, the Commission conducted validity studies of fifteen NTE tests. More than 400 secondary school teachers, curriculum specialists, and teacher educators reviewed the specifications for the tests, as well as the actual test questions. The participants wrote extensive comments about the tests and the changes that the Commission should make to them. Overall, the reviewers in each subject area made the following two recommendations to the Commission:

- (1) Update the NTE tests and make them consistent with the California State Frameworks and Model

- (2) Supplement the NTE tests with performance assessments in each subject.

In 1988, the Commission adopted a plan to develop a new two-part examination in each of ten single subject areas, including English, mathematics, and social science. One part of each exam would measure the depth of the candidate's knowledge in the subject area through constructed-response questions. The other part would consist of multiple-choice questions that assess the breadth of the candidate's knowledge in the subject area.

The Commission's Executive Director appointed a Teacher Preparation and Assessment Advisory Panel in each of the ten subject areas. These panels consisted of teachers, curriculum specialists, teacher educators, and college faculty members. The Commission asked each panel to develop (a) content specifications for the planned new exams and (b) program standards for subject matter programs. The Commission instructed the panels to create exam specifications and program standards that were as congruent as possible with one another and consistent with state K-12 curriculum documents.

The Commission then conducted a field review of the draft content specifications. Copies were mailed to school districts, county offices of education, colleges and universities, and individual schools throughout California. Teachers, curriculum specialists, and subject matter faculty were asked to evaluate the importance of each content specification for prospective teachers, and to identify omitted content areas and skills. The advisory panels reviewed the results of the field reviews and revised the specifications as necessary. The Commission adopted content specifications for English, mathematics, and social science in 1991. These were used as the basis for the subsequent development of the Praxis and SSAT exams.

Development of the Praxis Exams

After the field review established the validity of the content specifications, the Teacher Preparation and Assessment Advisory Panels in each subject area worked closely with Educational Testing Service (ETS) to develop Content Area Performance Assessments (CAPAs), constructed-response tests that later became part of The Praxis Series.

The panels also recommended passing standards on each of the exams to the Commission. In their discussion of how well a minimally-competent entry-level teacher would perform on the exams, they considered the performance of university students who participated in a pilot-test of the items. In 1992, the Commission adopted passing standards for the English, mathematics, and social studies CAPAs. These exams were first administered in the 1992-93 testing year.² At that time, candidates for Single Subject Teaching Credentials in English, mathematics, and social science who had not completed Commission-approved subject matter preparation programs were required to pass the appropriate CAPA and NTE exams.

² A testing year is from July 1 to June 30.

In 1992, ETS conducted national validation studies for ten subject areas, including English, mathematics, and social science. Teachers and teacher educators of diverse ethnic and cultural backgrounds evaluated the validity and fairness of the item pools for each of the exams. One representative from California participated in each subject area. The participants rated (a) the match between the items and the content specifications, (b) the importance of the knowledge or skill measured by the item for the job of beginning teachers, and (c) the fairness of the items. Items that were identified as invalid or biased by panelists were removed from the item pool or revised.

In May 1993, following the national validation studies, ETS (a) split many of the CAPAs in half (including the mathematics and social studies CAPAs, but not the English CAPA), and began administering each half in one-hour sessions for which examinees could register separately, (b) changed the way scores were reported, and (c) incorporated the CAPAs into their new Praxis Series. Because the mathematics and social studies CAPAs were split into two separate Praxis exams, ETS and the Commission conducted standard setting studies on the new exams, including the exams in mathematics and social studies. In July 1993, the Commission adopted changes to the content specifications and passing standards on the Praxis mathematics and social studies examinations based on information collected in the first year of administrations of the exams, the national validation studies, and the new standard setting studies.

To ensure the validity and fairness of the Praxis exams, test questions are reviewed for bias on an ongoing basis. During the exam development process, trained ETS staff review questions and potential test forms for bias. If the reviewer has sensitivity-related concerns about a test question or a test form, the reviewer and the test developer work together to resolve the issues. If the issues cannot be resolved, the test question or form goes to an arbitration panel of individuals internal and external to ETS, who then reach a consensus about whether the question or form conforms to ETS sensitivity review guidelines and procedures.

New Praxis test questions are pilot-tested at California colleges and universities before they are included in an exam form. Trained California scorers then read the questions and pilot-test responses and judge the clarity, appropriateness, ease of scoring, and fairness of the questions. Test questions are revised or discarded based on these evaluations.

Development of the SSAT Exams

In keeping with the Commission's 1988 plan to establish subject matter examinations that included both (a) constructed-response questions to assess a candidate's depth of subject matter knowledge and (b) multiple-choice items to measure a candidate's breadth of knowledge, the Commission, in April 1994, contracted with NES to develop and administer multiple-choice subject matter exams in eight subject areas, including English, mathematics, and social science. Commission staff selected teachers and subject matter faculty to serve on Content Advisory Committees. Because the Commission had already adopted content specifications for each of the subject areas, the role of the committees was to work with NES to develop the

new SSAT exams consistent with the content specifications and recommend passing standards.

Additionally, Commission staff selected teachers and college and university faculty who represented diverse backgrounds with respect to ethnicity, race, culture, and gender to serve on a Bias Review Committee. This committee reviewed exam items, procedures, and materials for bias at several points in the development process.

Following the development of a pool of draft test items in each of the subject areas, the Content Advisory Committees and the Bias Review Committee reviewed each item for job-relatedness, accuracy, match with the content specifications, and bias. NES then conducted pilot tests of the SSAT items at colleges and universities in California. College seniors and students enrolled in teacher preparation programs who had specialized in the subject areas were recruited to participate. The pilot-test data were used to verify and improve the psychometric quality of the items.

The SSAT exams replaced the NTE exams in December 1995 as part of the requirement for the Single Subject Teaching Credential for candidates who do not complete Commission-approved subject matter programs. Since that time, candidates for Single Subject Teaching Credentials in English, mathematics, and social science who have not completed Commission-approved subject matter preparation programs must pass the appropriate SSAT *and* Praxis exams listed above in Table 1.

Following the first SSAT administration in December 1995, the Commission and NES conducted additional item validation and standard setting studies. The Content Advisory Committees who worked with NES to develop the examination items (a) reviewed the items again for job-relatedness, accuracy, match with the content specifications, and bias, and (b) recommended passing standards. In February 1996, the Commission adopted passing standards for the SSAT exams in English, mathematics, and social science.

Administration of the Exams

The Praxis exams are administered six times a year by ETS. The SSAT exams are administered by NES four times per year. Both sets of exams are administered at multiple sites throughout California. In addition, ETS also offers the Praxis exams throughout the United States.

Alternative testing arrangements are available for both the Praxis and SSAT exams for individuals who cannot take the assessment on Saturday due to religious convictions or U.S. military duties, and for individuals who have disabilities. These arrangements include accommodations such as additional time, separate testing rooms, special seating arrangements, enlarged-print exam books, large-block answer sheets, sign language interpreters, and colored overlays.

Table 2 on the next page provides the numbers of exams administered in 1997-98, the most recent year for which complete data are available. Because some examinees took one or more exams on more than one occasion in the year, the figures in Table 3 represent the total numbers of exams taken, not unduplicated counts of examinees who took the exams.

Scoring of the Exams

Scoring the Praxis Exams

Each examinee's response to each constructed-response question on the Praxis exams is rated by two experienced teachers who have been trained to rate Praxis responses in the particular subject area. Scorers are carefully selected, trained, supervised, and monitored in order to ensure highly reliable scores. They assign scores based on scoring guides. Appendix C contains the scoring guides for the English, mathematics, and social studies Praxis exams. If the two scorers' ratings for a response differ by more than one point, a third scorer reads the response and uses an adjudication process to assign a rating.

Table 2: Number of Examinations Administered in 1997-98

Exam	Number of Exams Administered
English	
SSAT Literature and English Language	1760
Praxis English Language, Literature, and Composition: Essays	1033
Mathematics	
SSAT Mathematics	746
Praxis Mathematics: Proofs, Models, and Problems, Part 1	699
Praxis Mathematics: Proofs, Models, and Problems, Part 2	748

Social Science	
SSAT Social Science	1379
Praxis Social Studies: Analytical Essays	1394
Praxis Social Studies: Interpretation of Materials	1277

The ratings assigned by scorers are multiplied by a scoring weight. The weighted ratings are summed to arrive at a total raw score. The raw score is then converted to a scaled score that adjusts for the difficulty of the particular form of the test. Scale scores range from 100 to 200. The minimum passing score varies by exam. (See Table 3 below.)

ETS mails score reports to examinees four to six weeks after the Praxis exams are administered. Each score report shows the examinee's scores and indicates the examinee's passing status. For examinees who have taken the Praxis exams more than once, the score reports also show the examinee's cumulative record on the exams. Examinees receive a 23-page interpretive leaflet with their score reports. Appendix D contains an example of a Praxis score report for the Praxis mathematics exams. Score reports for other Praxis exams are similar. The Commission receives Praxis scores in electronic format from ETS.

Scoring the SSAT Exams

The multiple-choice SSAT exams are machine-scored. Raw scores (i.e., the number of scorable items answered correctly) are converted to scaled scores that range from 100 to 300. Each exam is scaled such that the scaled score of 220 is the minimum passing score. The scaling process compensates for minor variations in the technical characteristics of the assessment, which may occur from administration to administration, and is intended to ensure a constant passing standard for examinees across time. NES mails score reports to examinees four weeks after the SSAT exams are administered. A score report includes the candidate's overall score, the candidate's passing status, indicators of performance on each content domain of the exam, cumulative results for each SSAT test taken, and an explanation of how to read the score report. Appendix D contains an example of a score report for the SSAT in mathematics. Score reports for the other SSAT exams are similar. The Commission receives SSAT exam scores in electronic format from NES.

Praxis and SSAT Examination Passing Standards

Table 3 on the next page shows the Commission-adopted passing standards for the Praxis and SSAT examinations in English, mathematics, and social science. For English, candidates must pass both the SSAT exam and the Praxis exam. For mathematics and social science, candidates must pass the SSAT exam and satisfy the Praxis examination requirement. For the two Praxis exams in mathematics and the two Praxis exams in social studies, the Commission adopted partially-compensatory passing standards. For each of these two subject areas, there is a "passing score" and a "minimum score" for each exam, and a "passing score" for the two exams combined. To satisfy the Praxis examination requirement in mathematics or social science, candidates must either (a) earn at least the passing score on each exam or (b) earn at least the minimum score on each exam and at least the passing score for the two exams combined. With this scoring model, a high score on one exam can partially compensate for a lower score on the other exam. Examinees may combine passing and minimum scores from different administrations of the Praxis exams in a subject area.

Table 3: Exam Passing Standards in English, Mathematics, and Social Science

Exam	Minimum Score	Passing Score
English		
SSAT Literature and English Language	--	220 (53)
Praxis English Language, Literature, and Composition: Essays	--	160
Mathematics		
SSAT Mathematics	--	220 (56)
Praxis Mathematics: Proofs, Models, and Problems, Part 1	165	170
Praxis Mathematics: Proofs, Models, and Problems, Part 2	152	159
SSAT and Praxis Combined	--	329
Social Science		
SSAT Social Science	--	220 (48)

Praxis Social Studies: Analytical Essays	150	160
Praxis Social Studies: Interpretation of Materials	161	169
SSAT and Praxis Combined	--	329

Note: Praxis minimum and passing scores are presented in scaled score points. SSAT passing scores are presented in scaled score points and, in parentheses, raw score points.

Part 3 Preparation and Demographic Data for Examinees

This section of the report provides preparation and demographic data for candidates who have taken the Praxis and SSAT exams in English, mathematics, and social science since December 1995, when the SSAT exams were first administered. A description of the tables used to present the preparation and demographic data is provided first. This is followed by the tables and discussion of the data for each of the three subject areas.

Description of the Preparation and Demographic Data (Tables 4, 5, and 6)

Tables 4, 5, and 6 provide preparation and demographic information about candidates who have taken the Praxis and/or SSAT exams in English, mathematics, and social science, respectively, from December 1995 through June 1998.³ Data are provided for all participants and for three annual cohorts of participants. For each subject area, each participant is assigned to a cohort based on the year the participant initially took either the Praxis exam(s) or the SSAT exam for that subject area. For example, if a participant took the Praxis "English Language, Literature, and Composition: Essays" exam for the first time in 1995-96, and took the corresponding SSAT exam for the first time in 1996-97, she/he was assigned to the 1995-96 cohort. Each participant is assigned to only one annual cohort. All candidates who attempted one or more of the required examinations from December 1995 through June 1998 are included. The 1995-96 cohort represents only half of a testing year because the data for that year are for December 1995 (when the SSAT exams were first administered) through June 1996.

³ Data for the 1998-99 test year are not included because complete data are not yet available.

The data in Tables 4, 5, and 6 come from the Praxis and SSAT registration forms completed by candidates when they register to take an exam. The tables reflect the most current information available for each participant (i.e., from the most recent registration forms completed by the participant). Some of the data are gathered on both the Praxis and the SSAT registration forms, but other data are only collected on one form. Gender and ethnicity are collected on both the Praxis and SSAT registration forms. Information about educational level, undergraduate college major, undergraduate grade point average (GPA), where preparation was received, and best language comes from the Praxis registration forms. The SSAT registration form is the source of data on completed semester units in the subject area.

The "Did Not Respond" rows in Tables 4, 5, and 6 include two groups of participants: (a) examinees who completed the registration form, but opted not to respond to the question, and (b) examinees who did not take the test (i.e., Praxis or SSAT) whose registration form included the question. For example, in the data for completed semester units in the subject area, participants who took the SSAT but did not answer the question, and participants who did not take the SSAT, are included in the "Did Not Respond" row. The 1997-98 cohort has the largest amount of missing information because examinees in this cohort have had fewer opportunities to take all of the exams.

Although candidates are asked to indicate their ethnicity on both the Praxis and SSAT registration forms, the response categories provided differ. The SSAT registration form has a separate category for Filipino, but the Praxis form does not include Filipino at all. It is unclear which category Filipino examinees select on the Praxis form. As a result, only part of this group (those who took an SSAT exam) is identified separately and the other part (those who only took a Praxis exam) is mixed with the other ethnic groups.

In Tables 4, 5, and 6, it is difficult to compare the data for the three cohorts reported because, as indicated above, (a) the 1995-96 cohort represents only half of a year so it is expected to be smaller than the other cohorts that represent full years, and (b) the 1997-98 cohort has had fewer opportunities to take the examinations so less information (i.e., greater percentages of "Did Not Respond") is expected. Furthermore, all the data need to be interpreted cautiously due to the frequently high percentages of participants who did not respond to questions.

English

Table 4 on the next page provides preparation and demographic information about candidates who have taken the Praxis and/or SSAT exams in English from December 1995 through June 1998. Overall, approximately one-half (51%) of the 3,280 participants reported they had either earned bachelor's degrees or had completed bachelor's degrees plus additional coursework. Another 16 percent of the participants reported having at least Master's degrees.

The largest group of participants (32%) reported college majors in English. Fewer had majors in social sciences (15%) or

humanities other than English (14%). All other majors were reported by less than ten percent of the participants. Another related indicator of preparation for the English exams is semester units of coursework in English. A little over one-third of the examinees (36%) were relatively well-prepared with 37 or more units, perhaps with a major in English or a related field. Just under one-third (30%) had very little coursework in English, less than 25 units. Another 13 percent reported completing 25-36 semester units. Participants who completed a college minor in English are probably in this third group.

Table 4: Preparation and Demographic Data for English Exam Participants

	Overall		Annual Cohorts of Participants					
	12/95 - 6/98		1997-98		1996-97		1995-96	
	N	%	N	%	N	%	N	%
All Participants	3280	100.0	1279	100.0	1321	100.0	680	100.0
Educational Level								
Undergraduate	200	6.1	84	6.6	83	6.3	33	4.9
Bachelor's Degree	576	17.6	202	15.8	260	19.7	114	16.8
Bachelor's Deg. + Units	1108	33.8	315	24.6	531	40.2	262	38.5
Master's Degree & Above	507	15.5	148	11.6	230	17.4	129	19.0
Did Not Respond	889	27.1	530	41.4	217	16.4	142	20.9
Semester Units in English								
0 - 24	985	30.0	451	35.3	415	31.4	119	17.5
25 - 36	439	13.4	200	15.6	199	15.1	40	5.9
37 or More	1174	35.8	456	35.7	442	33.5	276	40.6
Did Not Respond	682	20.8	172	13.4	265	20.1	245	36.0
Undergrad. College Major								
Education	319	9.7	94	7.3	153	11.6	72	10.6
English	1044	31.8	342	26.7	476	36.0	226	33.2
Other Humanities	451	13.8	142	11.1	206	15.6	103	15.1
Math/Natural Sciences	16	0.5	6	0.5	10	0.8	0	0.0
Social Sciences	498	15.2	149	11.6	230	17.4	119	17.5
Vocational/Technical	18	0.5	4	0.3	8	0.6	6	0.9
Undecided	3	0.1	0	0.0	3	0.2	0	0.0
Did Not Respond	931	28.4	542	42.4	235	17.8	154	22.6
Undergraduate GPA								
3.5-4.0	944	28.8	386	30.2	406	30.7	152	22.4
2.5-3.49	1947	59.4	789	61.7	821	62.1	337	49.6
Below 2.5	111	3.4	47	3.7	52	3.9	12	1.8
Did Not Respond	278	8.5	57	4.5	42	3.2	179	26.3
Where Prepared								
California	1466	44.7	473	37.0	666	50.4	327	48.1
Outside of California	537	16.4	175	13.7	243	18.4	119	17.5
Did Not Respond	1277	38.9	631	49.3	412	31.2	234	34.4

Gender								
Female	2113	64.4	825	64.5	848	64.2	440	64.7
Male	1139	34.7	440	34.4	463	35.0	236	34.7
Did Not Respond	28	0.9	14	1.1	10	0.8	4	0.6

Ethnicity								
African American	106	3.2	29	2.3	50	3.8	27	4.0
Asian American	101	3.1	50	3.9	38	2.9	13	1.9
Filipino	36	1.1	14	1.1	14	1.1	8	1.2
SE Asian American	16	0.5	6	0.5	9	0.7	1	0.1
Pacific Islander	5	0.2	3	0.2	1	0.1	1	0.1
Mexican American	153	4.7	46	3.6	69	5.2	38	5.6
Latino or Other Hispanic	79	2.4	32	2.5	35	2.6	12	1.8
Native American, Amer. Indian, Alaskan Native	25	0.8	13	1.0	8	0.6	4	0.6
White	2491	75.9	966	75.5	999	75.6	526	77.4
Other	184	5.6	67	5.2	74	5.6	43	6.3
Did Not Respond	84	2.6	53	4.1	24	1.8	7	1.0

Best Language								
English	2354	71.8	741	57.9	1086	82.2	527	77.5
Another Language	32	1.0	10	0.8	14	1.1	8	1.2
Did Not Respond	894	27.3	528	41.3	221	16.7	145	21.3

IMPORTANT NOTE: See description of Tables 4, 5, and 6 on pages 13-14.

Over half (59%) of the participants reported undergraduate GPAs from 2.50 through 3.49. Another 29 percent earned GPAs from 3.50 through 4.00. Only three percent of the participants reported average grades below a B- average (2.50). Less than half (45%) of the participants reported that they had completed their subject matter preparation in California. Only 16 percent indicated they were prepared outside of California. Data are unavailable, however, from a relatively large percentage of participants (39%) for this question.

With respect to demographic characteristics, the majority (72%) of all English exam participants indicated that English was their "best language." Only one percent overall reported another language as their best language. Almost two-thirds (64%) of the participants in the English exams were females, and 76 percent identified themselves as White. Very small percentages of the participants (less than 5% in each case) reported ethnicities other than White. These percentages have been quite stable across the three annual cohorts, although there has been a slight trend toward more ethnic diversity.

Mathematics

The preparation and demographic data for participants in the mathematics SSAT and Praxis exams are provided in Table 5 on the next page. Overall, almost 50 percent had either earned bachelor's degrees or had completed bachelor's degrees plus additional coursework. Nearly 14 percent of the participants reported Master's degrees or above.

The largest group of participants in the mathematics exams (42%) reported having 24 or fewer semester units of coursework in mathematics. The next largest group (24%) reported 37 or more units. This second group would be expected to include mathematics and science majors. Eleven percent reported 25 to 35 units, which is roughly equivalent to a college minor in mathematics.

The most frequent undergraduate college major was not mathematics (17%), but natural sciences (21%). Social sciences (15%) were the next most commonly reported majors. All of the other majors combined were reported by less than fifteen percent of examinees. Most participants (64%) reported undergraduate GPAs between 2.5 and 3.49. Eighteen percent reported GPAs between 3.5 and 4.0.

About 40 percent of the participants in the mathematics exams reported that they completed their subject matter preparation in California. Eleven percent indicated they were prepared outside of California. This information is not available, however, for nearly half of the participants.

Most participants (62%) indicated that English was their best language. Most participants identified themselves as White (62%). The percentage of White participants has decreased across the three cohorts, however, while the percentages

Table 5: Preparation and Demographic Data for Mathematics Exam Participants

	Overall		Annual Cohorts of Participants					
	12/95 - 6/98		1997-98		1996-97		1995-96	
	N	%	N	%	N	%	N	%
All Participants	1824	100.0	588	100.0	760	100.0	476	100.0
Educational Level								
Undergraduate	92	5.0	33	5.6	44	5.8	15	3.2
Bachelor's Degree	232	12.7	64	10.9	108	14.2	60	12.6
Bachelor's Deg. + Units	669	36.7	181	30.8	299	39.3	189	39.7
Master's Degree & Above	246	13.5	55	9.4	128	16.8	63	13.2
Did Not Respond	585	32.1	255	43.4	181	23.8	149	31.3
Semester Units in Math								
0 - 24	768	42.1	277	47.1	348	45.8	143	30.0
25 - 36	200	11.0	74	12.6	92	12.1	34	7.1
37 or More	428	23.5	135	23.0	154	20.3	139	29.2
Did Not Respond	428	23.5	102	17.3	166	21.8	160	33.6
Undergrad. College Major								
Education	151	8.3	46	7.8	64	8.4	41	8.6
English/Humanities	69	3.8	10	1.7	39	5.1	20	4.2
Mathematics	303	16.6	90	15.3	138	18.2	75	15.8
Natural Sciences	377	20.7	94	16.0	184	24.2	99	20.8
Social Sciences	281	15.4	71	12.1	137	18.0	73	15.3
Vocational/Technical	41	2.2	14	2.4	11	1.4	16	3.4
Undecided	1	0.1	1	0.2	0	0.0	0	0.0
Did Not Respond	601	32.9	262	44.6	187	24.6	152	31.9
Undergraduate GPA								
3.5-4.0	334	18.3	123	20.9	146	19.2	65	13.7
2.5-3.49	1158	63.5	385	65.5	533	70.1	240	50.4
Below 2.5	132	7.2	40	6.8	64	8.4	28	5.9
Did Not Respond	200	11.0	40	6.8	17	2.2	143	30.0
Where Prepared								
California	736	40.4	188	32.0	346	45.5	202	42.4
Outside of California	207	11.3	70	11.9	94	12.4	43	9.0
Did Not Respond	881	48.3	330	56.1	320	42.1	231	48.5
Gender								
Female	691	37.9	224	38.1	305	40.1	162	34.0
Male	1102	60.4	352	59.9	447	58.8	303	63.7
Did Not Respond	31	1.7	12	2.0	8	1.1	11	2.3

All Participants	3317	100.0	1217	100.0	1333	100.0	767	100.0
<hr/>								
Educational Level								
Undergraduate	174	5.2	86	7.1	55	4.1	33	4.3
Bachelor's Degree	514	15.5	183	15.0	222	16.7	109	14.2
Bachelor's Deg. + Units	1289	38.9	352	28.9	598	44.9	339	44.2
Master's Degree & Above	495	14.9	138	11.3	238	17.9	119	15.5
Did Not Respond	845	25.5	458	37.6	220	16.5	167	21.8
<hr/>								
Units in Social Science								
0 - 24	709	21.4	318	26.1	307	23.0	84	11.0
25 - 36	475	14.3	213	17.5	206	15.5	56	7.3
37 or More	1493	45.0	553	45.4	587	44.0	353	46.0
Did Not Respond	640	19.3	133	10.9	233	17.5	274	35.7
<hr/>								
Undergrad. College Major								
Education	183	5.5	70	5.8	73	5.5	40	5.2
English/Humanities	217	6.5	66	5.4	105	7.9	46	6.0
Math/Natural Sciences	15	0.5	5	0.4	9	0.7	1	0.1
Social Sciences	2002	60.4	604	49.6	904	67.8	494	64.4
Vocational/Technical	28	0.8	9	0.7	11	0.8	8	1.0
Undecided	1	0.0	1	0.1	0	0.0	0	0.0
Did Not Respond	871	26.3	462	38.0	231	17.3	178	23.2
<hr/>								
Undergraduate GPA								
3.5-4.0	710	21.4	278	22.8	302	22.7	130	16.9
2.5-3.49	2183	65.8	810	66.6	932	69.9	441	57.5
Below 2.5	199	6.0	90	7.4	77	5.8	32	4.2
Did Not Respond	225	6.8	39	3.2	22	1.7	164	21.4
<hr/>								
Where Prepared								
California	1692	51.0	516	42.4	744	55.8	432	56.3
Outside of California	395	11.9	132	10.8	196	14.7	67	8.7
Did Not Respond	1230	37.1	569	46.8	393	29.5	268	34.9
<hr/>								
Gender								
Female	1237	37.3	440	36.2	504	37.8	293	38.2
Male	2047	61.7	764	62.8	816	61.2	467	60.9
Did Not Respond	33	1.0	13	1.1	13	1.0	7	0.9
<hr/>								
Ethnicity								
African American	125	3.8	44	3.6	57	4.3	24	3.1
Asian American	89	2.7	37	3.0	36	2.7	16	2.1
Filipino	11	0.3	7	0.6	3	0.2	1	0.1
SE Asian American	24	0.7	9	0.7	11	0.8	4	0.5
Pacific Islander	20	0.6	7	0.6	8	0.6	5	0.7
Mexican American	300	9.0	95	7.8	124	9.3	81	10.6

Latino or Other Hispanic	114	3.4	46	3.8	40	3.0	28	3.7
Native American, Amer. Indian, Alaskan Native	32	1.0	9	0.7	15	1.1	8	1.0
White	2234	67.4	810	66.6	905	67.9	519	67.7
Other	246	7.4	86	7.1	99	7.4	61	8.0
Did Not Respond	122	3.7	67	5.5	35	2.6	20	2.6

Best Language

English	2414	72.8	734	60.3	1090	81.8	590	76.9
Another Language	44	1.3	19	1.6	16	1.2	9	1.2
Did Not Respond	859	25.9	464	38.1	227	17.0	168	21.9

IMPORTANT NOTE: See description of Tables 4, 5, and 6 on pages 13-14.

these figures are reversed: Only 24 percent had 37 or more semester units in math, and 42 percent had fewer than 25 units. Sixty percent of the social science participants majored in social sciences, but only 17 percent of the math participants majored in mathematics. Among the English participants, 32 percent had majored in English, and 36 percent had completed at least 37 semester units in English.

Although there is a substantial amount of missing information on this variable, it appears that perhaps the majority of each group was prepared outside of California. In English, the majority of participants were female; the reverse is true in mathematics and social science. All three groups consisted predominantly (62-76%) of White participants. The mathematics group included the greatest percentage of participants (34%) who reported other ethnicities. In all three subject areas, although the changes are small, the percentages of Asian American participants and Latino or other Hispanic participants have increased from the 1995-96 cohort to the 1997-98 cohort, while the percentages of Mexican American participants have decreased.

A common finding for all three subject areas relates to examinee volumes. In each case, the more recent 1997-98 cohort is smaller than the 1996-97 cohort. This may suggest a downward trend in the number of exam participants.

Part 4 Passing Rates on the Exams

This part of the report provides passing rate data for candidates who have taken the Praxis and SSAT exams in English, mathematics, and social science since December 1995, when the SSAT exams were first administered. A description of the tables used to present the passing rate information is provided first. This is followed by the passing rate tables and discussion of the data for each of the three subject areas.

Description of the Passing Rate Data (Tables 7-15)

This part of the report includes nine tables with passing rate data. For each subject area, there are three tables. The first two tables for each subject area provide cumulative passing rates and first-time passing rates, respectively, in relation to the entire examination requirement (i.e., the required Praxis exam(s) and the required SSAT exam combined). As described in the section above about passing standards, to pass the exams and satisfy the subject matter requirement in English, participants must pass both the SSAT exam and the Praxis exam. In mathematics and social science, participants must pass the SSAT exam and must either (a) earn at least the passing score on each Praxis exam or (b) earn at least the minimum score on each Praxis exam and at least the passing score for the two Praxis exams combined. The third table for each subject area provides both cumulative and first-time passing rates for each examination separately. Each of the three types of table (i.e., cumulative passing rate tables, first-time passing rate tables, and by-test passing rate tables) is described below, following general observations about the tables.

The cumulative passing rate tables (Tables 7, 10, and 13) and the first-time passing rate tables (Tables 8, 11, and 14) each provide data for subgroups of participants based on preparation and demographic variables. Data are provided for the same subgroups included in the preparation and demographic data tables (Tables 4-6). The description of the source and nature of the preparation and demographic data with respect to Tables 4-6 also applies to these passing rate tables. The reader is referred back to the description of Tables 4-6 relating to (a) data collected on each registration form, (b) "Did Not Respond" data, and (c) Filipino participants (pages 13-14).

The cumulative passing rate tables and the first-time passing rate tables are based on data about cohorts of participants. As described for Tables 4-6, in each subject area, each participant is assigned to a cohort based on the year the participant initially took either the Praxis exam(s) or the SSAT exam for that subject area. The first cohort for which data are provided is the 1995-96 cohort, which, as described earlier, represents only a half-year of testing (December 1995 to June 1996). The

cumulative passing rate tables include data for *two* annual cohorts: the 1996-97 and 1995-96 cohorts. The first-time passing rate tables include data for *three* annual cohorts: 1997-98, 1997-97, and 1995-96 (rationale below).

In all passing rate tables, passing rates are not provided for any subgroup with less than 25 participants, because a passing rate for so few participants is too unreliable for drawing any conclusions about the subgroup.

Cumulative Passing Rates: Tables 7, 10, and 13

Cumulative passing rates reflect the fact that candidates have multiple opportunities to pass the exams. Cumulative passing rates are defined as the number of participants who have satisfied the examination requirement in the subject area divided by the number of participants. The cumulative passing rates presented in Tables 7, 10, and 13 are provided for the 1996-97 and 1995-96 cohorts combined ("Overall Cumulative Passing Rates 12/95 — 6/98" columns) and for each of these two cohorts separately ("1996-97 Cohort Cumulative Passing Rates" columns and "1995-96 Cohort Cumulative Passing Rates" columns). For each of these three groups, information is provided about all participants and about participants who have attempted both (in English) or all three (in mathematics and social science) exams. The data for "All Participants" include individuals who have taken at least one of the required exams. The number of these participants (N), the number of them who had passed both or all three exams by June 1998 (N Passed), and the percentage who had passed both or all three exams by June 1998 (%Passed) are provided. Data for the smaller group of participants who have attempted both or all three required exams is also shown for both cohorts combined and each cohort separately. The number of these participants (N) and the percentage who had passed both or all three exams by June 1998 (% Passed) are shown in the tables.⁴

⁴ The number of these participants who had passed both or all three exams by June 1997 is the same as the number of all participants who had passed both or all three exams by June 1997, and, therefore, is not repeated in the tables.

Tables 7, 10, and 13 do not include cumulative passing rates for the 1997-98 cohort. Participants in that cohort have had too few opportunities to take and pass the required exams to make their cumulative passing rates meaningful and comparable to those of the other cohorts. Some participants in that cohort, for example, decided late in the testing year to take the tests and had only one chance in the year to take one of the required tests.

First-Time Passing Rates: Tables 8, 11, and 14

Tables 8, 11, and 14 show first-time passing rates, defined as the number of participants who satisfied the examination requirement in the subject area by passing each required exam the first time it was taken divided by the number of participants who have attempted all required exams. The first-time passing rates presented in Tables 8, 11, and 14 are provided for the 1997-98, 1996-97, and 1995-96 cohorts combined ("Overall First-Time Passing Rates 12/95 — 6/98" columns) and for each of these three cohorts separately (e.g., "1997-98 Cohort First-Time Passing Rates" column). For each of these four groups, three pieces of information are provided: the number of participants in the group (N), the number of participants in the group who passed each required exam the first time it was taken (N Passed), and the percentage of participants in the group who passed each required exam the first time it was taken (% Passed).

By-Test Passing Rates: Tables 9, 12, and 15

The third passing rate table included for each subject area shows both cumulative and first-time passing rates for each of the required tests separately. Cumulative passing rates in Tables 9, 12, and 15 are defined as the number of participants who passed the examination between December 1995 and June 1998 (regardless of the number of attempts) divided by the number of participants who initially attempted the exam between December 1995 and June 1997. First-time passing rates in these tables are defined as the number of participants who passed the exam between December 1995 and June 1998 on their first attempt divided by the number of participants who initially attempted the exam during that time period. For Tables 9, 12, and 15, passing a Praxis exam means meeting or exceeded the passing score, not the minimum score (see Table 3).

English

As shown in Table 7 on the next two pages, overall, for the 1995-96 and 1996-97 cohorts combined, of the 2001 participants who attempted one or both of the required exams, 45 percent had passed both exams through June 1998. This 45 cumulative percent passing rate, however, includes 600 participants who, for one reason or another, only attempted one of the two required exams. Of the 1401 participants who actually attempted both the SSAT and Praxis exams (70% of all participants), and, thus, had the opportunity to pass both exams, 64 percent have passed both exams. Both of the two annual cohorts have similar cumulative passing rates. The passing rate for candidates who attempted both exams, however, is higher for the more recent 1996-97 cohort than for the previous cohort, even though the 1995-96 cohort has had more opportunities to pass both exams.

Table 7: Cumulative Passing Rates on the Praxis and SSAT English Exams (Combined)

Overall Cumulative Passing Rates 12/95 - 6/98		1996-97 Cohort Cumulative Passing Rates		1995-96 Cohort Cumulative Passing Rates	
Attempted		Attempted		Attempted	
All Participants	Both Exams	All Participants	Both Exams	All Participants	Both Exams
Passed	%	Passed	%	Passed	%

All Participants 2001 891 44.5 1401 63.6 1321 579 43.8 905 64.0 680 312 45.9 496 62.9

Educational Level

Undergraduate 116 58 50.0 93 62.4 83 40 48.2 64 62.5 33 18 54.5 29 62.1
 Bachelor's Degree 374 199 53.2 316 63.0 260 138 53.1 213 64.8 114 61 53.5 103 59.2
 Bachelor's Degree + Units 793 400 50.4 677 59.1 531 259 48.8 439 59.0 262 141 53.8 238 59.2
 Master's Degree and Above 359 232 64.6 312 74.4 230 141 61.3 188 75.0 129 91 70.5 124 73.4
 Did Not Respond 359 2 0.6 3 -- 217 1 0.5 1 -- 142 1 0.7 2 --

Semester Units in English

0 - 24 534 239 44.8 411 58.2 415 185 44.6 314 58.9 119 54 45.4 97 55.7
 25 - 36 239 136 56.9 195 69.7 199 113 56.8 161 70.2 40 23 57.5 34 67.6
 37 or More 718 400 55.7 599 66.8 442 255 57.7 382 66.8 276 145 52.5 217 66.8
 Did Not Respond 510 116 22.7 196 59.2 265 26 9.8 48 54.2 245 90 36.7 148 60.8

Undergrad. College Major

Education 225 86 38.2 175 49.1 153 52 34.0 109 47.7 72 34 47.2 66 51.5
 English 702 417 59.4 613 68.0 476 283 59.5 408 69.4 226 134 59.3 205 65.4
 Other Humanities 309 173 56.0 272 63.6 206 109 52.9 174 62.6 103 64 62.1 98 65.3
 Math/Natural Sciences 10 -- -- 7 -- 10 -- -- 7 -- 0 -- -- 0 --
 Social Sciences 349 185 53.0 292 63.4 230 118 51.3 185 63.8 119 67 56.3 107 62.6
 Vocational/Technical 14 -- -- 13 -- 8 -- -- 7 -- 6 -- -- 6 --
 Undecided 3 -- -- 2 -- 3 -- -- 2 -- 0 -- -- 0 --
 Did Not Respond 389 15 3.9 27 55.6 235 5 2.1 13 -- 154 10 6.5 14 --

Undergraduate GPA

3.5-4.0 558 332 59.5 430 77.2 406 226 55.7 296 76.4 152 106 69.7 134 79.1
 2.5-3.49 1158 500 43.2 857 58.3 821 329 40.1 556 59.2 337 171 50.7 301 56.8
 Below 2.5 64 12 18.8 41 29.3 52 9 17.3 30 30.0 12 -- -- 11 --
 Did Not Respond 221 47 21.3 73 64.4 42 15 35.7 23 -- 179 32 17.9 50 64.0

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.
 (continued on next page)

Table 7: Cumulative Passing Rates on the Praxis and SSAT English Exams (Combined)
 (continued)

Overall Cumulative Passing Rates 12/95 - 6/98					1996-97 Cohort Cumulative Passing Rates					1995-96 Cohort Cumulative Passing Rates				
All Participants					All Participants					All Participants				
Attempted					Attempted					Attempted				
Both Exams					Both Exams					Both Exams				
Passed					Passed					Passed				
N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass

Where Prepared

In California 993 511 51.5 854 59.8 666 327 49.1 556 58.8 327 184 56.3 298 61.7

Outside of California	362	226	62.4	299	75.6	243	151	62.1	191	79.1	119	75	63.0	108	69.4
Did Not Respond	646	154	23.8	248	62.1	412	101	24.5	158	63.9	234	53	22.6	90	58.9
<hr/>															
Gender															
Female	1288	569	44.2	894	63.6	848	362	42.7	567	63.8	440	207	47.0	327	63.3
Male	699	320	45.8	504	63.5	463	216	46.7	336	64.3	236	104	44.1	168	61.9
Did Not Respond	14	--	--	3	66.7	10	--	--	2	--	4	--	--	1	--
<hr/>															
Ethnicity															
African American	77	12	15.6	46	26.1	50	9	18.0	27	33.3	27	3	11.1	19	--
Asian American	51	20	39.2	35	57.1	38	12	31.6	25	48.0	13	--	--	10	--
Filipino	22	--	--	12	--	14	--	--	9	--	8	--	--	3	--
SE Asian American	10	--	--	8	--	9	--	--	7	--	1	--	--	1	--
Pacific Islander	2	--	--	1	--	1	--	--	1	--	1	--	--	0	--
Mexican American	107	29	27.1	72	40.3	69	19	27.5	45	42.2	38	10	26.3	27	37.0
Latino or Other Hispanic	47	11	23.4	27	40.7	35	9	25.7	17	--	12	--	--	10	--
Native American, Amer. Indian, Alaskan Native	12	--	--	7	--	8	--	--	4	--	4	--	--	3	--
White	1525	757	49.6	1102	68.7	999	493	49.3	713	69.1	526	264	50.2	389	67.9
Other	117	49	41.9	88	55.7	74	27	36.5	55	49.1	43	22	51.2	33	66.7
Did Not Respond	31	2	6.5	3	--	24	--	--	2	--	7	--	--	1	--
<hr/>															
Best Language															
English	1613	878	54.4	1372	64.0	1086	570	52.5	887	64.3	527	308	58.4	485	63.5
Another Language	22	--	--	19	--	14	--	--	13	--	8	--	--	6	--
Did Not Respond	366	5	1.4	10	--	221	2	0.9	5	--	145	3	2.1	5	--
<hr/>															

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

The overall results in Table 7 indicate that preparation is related to performance. Less than half (45%) of the participants with fewer than 25 semester units in English coursework, but over half (56%) of the participants with 25 or more semester units in English, have satisfied the examination requirement by passing both the Praxis and SSAT exams. Participants with undergraduate majors in English have a higher cumulative passing rate (59%) than participants with any other majors. Participants with majors in other humanities or social sciences do almost as well. The only other group of participants in terms of undergraduate major is the group with education majors, who fared most poorly on the English exams with a 38 percent passing rate.⁵ Finally, the higher the reported grade point average, the higher the cumulative passing rate. These findings about preparation apply to all 2001 participants as well as to the 1401 participants who attempted both exams.

⁵ Because California institutions have not offered Bachelor's Degrees in education for approximately 40 years, in all likelihood these candidates received their undergraduate educations outside of California.

Given the discussion above, the English exam participants were fairly well-prepared for the exams. More of them (36%) had 37 or more semester units of coursework in English than had 24 or less units (27%). In addition, the majority of them (51%) had an undergraduate major in one of the two fields in which participants had the highest passing rates (English and other humanities).

Cumulative passing rates for participants who completed their subject matter preparation outside of California (62%) were higher than for in-state prepared candidates (52%). Information about where candidates were prepared is not available, however, for almost 25 percent of the candidates. Additionally, the two groups are not comparable to each other in terms of their prior preparation. Many candidates prepared in California complete Commission-approved subject matter programs in English as part of their undergraduate education. These candidates meet the subject matter competence requirement with having to take or pass the exams. Thus, the best prepared in-state candidates do not participate in the exams, and are, therefore, not included in these data, whereas almost all candidates prepared outside of California participate in the exams and are included in the data.

Female and male participants in the English exams have nearly identical cumulative passing rates. Passing rates by participant ethnicity, however, vary. Among the ethnic groups for which there is sufficient participation to report passing rates (i.e., at least 25 participants), relatively high passing rates were earned by participants who identified themselves as White (50%),

Asian American (39%), or "Other" (42%). Lower passing rates were earned by participants who identified themselves as Mexican American (27%), Latino or other Hispanic (23%), or African American (16%). Given the steps described earlier in this report that the Commission, ETS, and NES have taken to eliminate bias from the exams, much of the ethnic group differences in passing rates may be attributable to differences in academic preparation. With so few participants of ethnicities other than White, however, it would be difficult to study explanations for differences in performance among groups in a reliable manner.

Table 8 on the following two pages shows first-time passing rates on the English exams. Of the 2071 participants in the 1995-96, 1996-97, and 1997-98 cohorts combined who have attempted both the Praxis exam and the SSAT exam in English through June 1998, 47 percent passed each exam on their first attempt. First-time passing rates have increased with each subsequent cohort, from 45 percent for the 1995-96 cohort to 50 percent for the 1997-98 cohort. The same patterns in passing rates among subgroups of participants noted above with respect to the cumulative passing rates exist with respect to first-time passing rates.

It is possible to compare directly the cumulative passing rates for participants who attempted both exams with the first-time passing rates for the two cohorts that are included in both Tables 7 and 8: the 1995-96 cohort and the 1996-97 cohort. For both cohorts, the cumulative passing rates (63% and 64%, respectively) are higher than the first-time passing rates (45% and 46%, respectively). These differences indicate that participants who continue to attempt the exams after an initial failure can improve and pass the required exams. It also shows that the Commission's policies of allowing candidates to take the exams on multiple occasions and of providing diagnostic information to examinees who do not pass has the effect of increasing the number of qualified teachers.

Table 9 (on page 30, following Table 8) shows that, of the two required exams in English, more candidates have taken the SSAT exam than the Praxis exam, but candidates have been more successful on the Praxis exam. The first-time passing rates on the SSAT and Praxis exams are 55 percent and 63 percent, respectively. The cumulative passing rates are, as expected, higher: 66 and 73 percent, respectively. The differences in participation and performance on the two exams *might* be a result of candidates taking the SSAT exam first because it is in a familiar format (multiple-choice) and then not taking the Praxis exam after learning that they have not passed the SSAT exam. If this were the case, the population taking the SSAT would be less qualified overall than the smaller population taking the Praxis.

Table 8: First-Time Passing Rates on the Praxis and SSAT English Exams (Combined)

	Overall First-Time Passing Rates: 12/95 - 6/98			1997-98 Cohort First-Time Passing Rates			1996-97 Cohort First-Time Passing Rates			1995-96 Cohort First-Time Passing Rates		
	Passed			Passed			Passed			Passed		
	N	N	%	N	N	%	N	N	%	N	N	%
All Participants	2071	974	47.0	670	333	49.7	905	419	46.3	496	222	44.8
Educational Level												
Undergraduate	169	83	49.1	76	40	52.6	64	31	48.4	29	12	41.4
Bachelor's Degree	493	228	46.2	177	86	48.6	213	102	47.9	103	40	38.8
Bachelor's Degree + Units	955	387	40.5	278	119	42.8	439	171	39.0	238	97	40.8
Master's Degree and Above	437	266	60.9	125	80	64.0	188	114	60.6	124	72	58.1
Did Not Respond	17	--	--	14	--	--	1	--	--	2	--	--
Semester Units in English												
0 - 24	651	273	41.9	240	106	44.2	314	133	42.4	97	34	35.1
25 - 36	311	152	48.9	116	53	45.7	161	82	50.9	34	17	50.0
37 or More	871	437	50.2	272	156	57.4	382	184	48.2	217	97	44.7
Did Not Respond	238	112	47.1	42	18	42.9	48	20	41.7	148	74	50.0
Undergrad. College Major												
Education	258	82	31.8	83	27	32.5	109	35	32.1	66	20	30.3
English	910	476	52.3	297	174	58.6	408	207	50.7	205	95	46.3
Other Humanities	398	180	45.2	126	49	38.9	174	80	46.0	98	51	52.0
Math/Natural Sciences	13	--	--	6	--	--	7	--	--	0	--	--
Social Sciences	423	199	47.0	131	66	50.4	185	85	45.9	107	48	44.9
Vocational/Technical	16	--	--	3	--	--	7	--	--	6	--	--

Undecided	2	--	--	0	--	--	2	--	--	0	--	--
Did Not Respond	51	20	39.2	24	--	--	13	--	--	14	--	--

Undergraduate GPA

3.5-4.0	644	400	62.1	214	139	65.0	296	185	62.5	134	76	56.7
2.5-3.49	1272	522	41.0	415	183	44.1	556	222	39.9	301	117	38.9
Below 2.5	65	11	16.9	24	--	--	30	6	20.0	11	--	--
Did Not Respond	90	41	45.6	17	--	--	23	--	--	50	26	52.0

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

(continued on next page)

Table 8: First-Time Passing Rates on the Praxis and SSAT English Exams (Combined)
(continued)

	Overall First-Time Passing Rates: 12/95 - 6/98			1997-98 Cohort First-Time Passing Rates			1996-97 Cohort First-Time Passing Rates			1995-96 Cohort First-Time Passing Rates		
	Passed		%	Passed		%	Passed		%	Passed		%
	N	N		N	N		N	N		N	N	
Where Prepared												
In California	1274	560	44.0	420	204	48.6	556	229	41.2	298	127	42.6
Outside of California	445	257	57.8	146	83	56.8	191	121	63.4	108	53	49.1
Did Not Respond	352	157	44.6	104	46	44.2	158	69	43.7	90	42	46.7
Gender												
Female	1340	621	46.3	446	216	48.4	567	255	45.0	327	150	45.9
Male	728	351	48.2	224	117	52.2	336	163	48.5	168	71	42.3
Did Not Respond	3	--	--	0	--	--	2	--	--	1	--	--
Ethnicity												
African American	62	6	9.7	16	--	--	27	4	14.8	19	--	--
Asian American	63	28	44.4	28	14	50.0	25	8	32.0	10	--	--
Filipino	19	--	--	7	--	--	9	--	--	3	--	--
SE Asian American	10	--	--	2	--	--	7	--	--	1	--	--
Pacific Islander	2	--	--	1	--	--	1	--	--	0	--	--
Mexican American	90	23	25.6	18	--	--	45	11	24.4	27	6	22.2
Latino or Other Hispanic	44	14	31.8	17	--	--	17	--	--	10	--	--
Native American, Amer. Indian, Alaskan Native	14	--	--	7	--	--	4	--	--	3	--	--
White	1625	832	51.2	523	270	51.6	713	374	52.5	389	188	48.3
Other	129	60	46.5	41	27	65.9	55	15	27.3	33	18	54.5
Did Not Respond	13	--	--	10	--	--	2	--	--	1	--	--
Best Language												
English	2022	957	47.3	650	324	49.8	887	414	46.7	485	219	45.2
Another Language	27	7	25.9	8	--	--	13	--	--	6	--	--
Did Not Respond	22	--	--	12	--	--	5	--	--	5	--	--

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

Table 9: Cumulative and First-Time Passing Rates on the Praxis and SSAT English Exams (By Test)

	Cumulative Passing Rates			First-Time Passing Rates		
	Passed			Passed		
	N	N	%	N	N	%
SSAT: Literature and English Language	2133	1417	66.4	3373	1870	55.4
Praxis: English Language, Literature, and Composition: Essays	1365	993	72.7	2131	1344	63.1

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

Mathematics

Table 10 on the next two pages provide the cumulative passing rates for the SSAT and two Praxis examinations (all three combined) in mathematics for the 1995-96 and 1996-97 cohorts combined ("Overall" column) and separately. Overall, 15 percent of the 1236 participants who attempted any of the three exams passed all three exams through June 1998. Of the 688 participants who have actually taken all three exams (56% of all participants), 27 percent have passed all three. Both of the two annual cohorts have similar cumulative passing rates, but the passing rates are slightly higher for the more recent 1996-97 cohort than for the 1995-96 cohort.

As in with the exams in English, discussed above, preparation appears to be related to performance on the mathematics tests. Participants with 37 or more semester units in mathematics coursework have a higher cumulative passing rate (25%) than candidates with fewer units. Participants with undergraduate majors in mathematics have a higher passing rate (27%) than other participants, but participants with majors in natural sciences or English/humanities pass at only slightly lower rates (24% and 22%, respectively). As with the English exams, participants with undergraduate majors in education have the lowest cumulative passing rate at 7 percent. Undergraduate grade point average is also related to performance: the higher the grade point average, the higher the cumulative passing rate. These findings about the preparation of all 1236 participants generally apply as well to the 688 participants who attempted all three exams.

Although preparation in terms of units of coursework and an undergraduate major in mathematics is related to performance, most participants in the mathematics exams have (a) fewer than 25 units of coursework in math and (b) an undergraduate major other than math. This helps explain the low cumulative (and first-time, see below) passing rates on the mathematics exams. There is a shortage of fully qualified mathematics teachers in California. This might be a reason why relatively unprepared candidates are taking the exams.

Table 10: Cumulative Passing Rates on the Praxis and SSAT Mathematics Exams (Combined)

	Overall Cumulative Passing Rates 12/95 - 6/98						1996-97 Cohort Cumulative Passing Rates				1995-96 Cohort Cumulative Passing Rates				
	Attempted						Attempted				Attempted				
	All Participants			All 3 Exams			All Participants		All 3 Exams		All Participants		All 3 Exams		
	Passed			%			Passed		%		Passed		%		
	N	N	%	N	Pass	%	N	N	%	N	Pass	N	N	%	N
All Participants	1236	182	14.7	688	26.5	760	114	15.0	425	26.8	476	68	14.3	263	25.9
Educational Level															
Undergraduate	59	18	30.5	44	40.9	44	17	38.6	36	47.2	15	--	--	8	--

Bachelor's Degree	168	36	21.4	129	27.9	108	23	21.3	78	29.5	60	13	21.7	51	25.5
Bachelor's Degree + Units	488	72	14.8	368	19.6	299	34	11.4	213	16.0	189	38	20.1	155	24.5
Master's Degree and Above	191	56	29.3	146	38.4	128	40	31.3	97	41.2	63	16	25.4	49	32.7
Did Not Respond	330	0	0.0	1	--	181	0	0.0	1	--	149	0	0.0	0	--

Semester Units in Math

0 - 24	491	67	13.6	296	22.6	348	48	13.8	215	22.3	143	19	13.3	81	23.5
25 - 36	126	23	18.3	96	24.0	92	15	16.3	68	22.1	34	8	23.5	28	28.6
37 or More	293	73	24.9	217	33.6	154	48	31.2	125	38.4	139	25	18.0	92	27.2
Did Not Respond	326	19	5.8	79	24.1	166	3	1.8	17	--	160	16	10.0	62	25.8

Undergrad. College Major

Education	105	7	6.7	77	9.1	64	4	6.3	46	8.7	41	3	7.3	31	9.7
English/Humanities	59	13	22.0	40	32.5	39	8	20.5	25	32.0	20	--	--	15	--
Mathematics	213	57	26.8	172	33.1	138	40	29.0	109	36.7	75	17	22.7	63	27.0
Natural Sciences	283	69	24.4	217	31.8	184	41	22.3	137	29.9	99	28	28.3	80	35.0
Social Sciences	210	28	13.3	149	18.8	137	18	13.1	92	19.6	73	10	13.7	57	17.5
Vocational/Technical	27	5	18.5	25	20.0	11	--	--	10	--	16	--	--	15	--
Undecided	0	--	--	0	--	0	--	--	0	--	0	--	--	0	--
Did Not Respond	339	3	0.9	8	--	187	2	1.1	6	--	152	1	0.7	2	--

Undergraduate GPA

3.5-4.0	211	51	24.2	140	36.4	146	31	21.2	85	36.5	65	20	30.8	55	36.4
2.5-3.49	773	127	16.4	491	25.9	533	83	15.6	306	27.1	240	44	18.3	185	23.8
Below 2.5	92	3	3.3	53	5.7	64	0	0.0	32	0.0	28	3	10.7	21	--
Did Not Respond	160	1	0.6	4	--	17	--	--	2	--	143	1	0.7	2	--

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.
(continued on next page)

Table 10: Cumulative Passing Rates on the Praxis and SSAT Mathematics Exams (Combined)
(continued)

Overall Cumulative Passing Rates 12/95 - 6/98					1996-97 Cohort Cumulative Passing Rates					1995-96 Cohort Cumulative Passing Rates				
All Participants			Attempted All 3 Exams		All Participants			Attempted All 3 Exams		All Participants			Attempted All 3 Exams	
Passed			%		Passed			%		Passed			%	
N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass

Where Prepared

In California	548	116	21.2	429	27.0	346	72	20.8	265	27.2	202	44	21.8	164	26.8
Outside of California	137	26	19.0	97	26.8	94	19	20.2	62	30.6	43	7	16.3	35	20.0
Did Not Respond	551	40	7.3	162	24.7	320	23	7.2	98	23.5	231	17	7.4	64	26.6

Gender

Female	467	61	13.1	261	23.4	305	43	14.1	173	24.9	162	18	11.1	88	20.5
Male	750	120	16.0	423	28.4	447	70	15.7	249	28.1	303	50	16.5	174	28.7
Did Not Respond	19	--	--	4	--	8	--	--	3	--	11	--	--	1	--

Ethnicity															
African American	71	1	1.4	24	--	43	1	2.3	16	--	28	0	0.0	8	--
Asian American	88	19	21.6	54	35.2	60	12	20.0	38	31.6	28	7	25.0	16	--
Filipino	7	--	--	0	--	5	--	--	0	--	2	--	--	0	--
SE Asian American	30	2	6.7	18	--	17	--	--	6	--	13	--	--	12	--
Pacific Islander	13	--	--	8	--	9	--	--	6	--	4	--	--	2	--
Mexican American	76	7	9.2	51	13.7	34	3	8.8	21	--	42	4	9.5	30	13.3
Latino or Other Hispanic	38	2	5.3	20	--	29	2	6.9	14	--	9	--	--	6	--
Native American, Amer. Indian, Alaskan Native	12	--	--	6	--	5	--	--	2	--	7	--	--	4	--
White	796	140	17.6	460	30.4	494	86	17.4	292	29.5	302	54	17.9	168	32.1
Other	75	9	12.0	45	20.0	50	7	14.0	29	24.1	25	2	8.0	16	--
Did Not Respond	30	0	0.0	2	--	14	--	--	1	--	16	--	--	1	--

Best Language															
English	828	169	20.4	624	27.1	534	105	19.7	390	26.9	294	64	21.8	234	27.4
Another Language	74	13	17.6	59	22.0	43	9	20.9	32	28.1	31	4	12.9	27	14.8
Did Not Respond	334	0	0.0	5	--	183	0	0.0	3	--	151	0	0.0	2	--

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

Math exam participants who were prepared in California have a slightly higher cumulative passing rate (21%) than those prepared outside of California (19%). Unfortunately, however, information about where candidates are prepared is missing for close to half of the participants.

Male participants have a slightly higher cumulative passing rate (16%) than female participants (13%). The difference between male and female passing rates is smaller in the more recent 1996-97 cohort (less than 2% difference) than in the 1995-96 cohort (more than a 5% difference). Passing rates by ethnicity vary. Asian American participants have a higher cumulative passing rate (22%) than participants of any other ethnic backgrounds. Participants whose best language is English passed at a slightly higher rate (20%) than those whose best language is another language (18%).

Table 11 on the two pages that follow shows first-time passing rates on the math exams. Of the 942 participants in the 1995-96, 1996-97, and 1997-98 cohorts combined who have attempted both Praxis exams and the SSAT exam in mathematics through June 1998, 16 percent passed each of the three exams on their first attempt. First-time passing rates are increasing, however, with each subsequent cohort, from 13 percent for the 1995-96 cohort to almost 19 percent for the 1997-98 cohort. The same patterns in passing rates among subgroups of participants noted above with respect to the cumulative passing rates exist with respect to first-time passing rates, with one notable exception: candidates prepared outside of California have higher first-time passing rates overall (24%) than candidates prepared in California (14%).

For the two cohorts that are included in both Tables 7 and 8 (i.e., the 1995-96 and the 1996-97 cohorts), the cumulative passing rates for participants who attempted both exams can be directly compared with the first-time passing rates. As expected, for both cohorts, the cumulative passing rates (26% and 27%, respectively) are higher than the first-time passing rates (13% and 17%, respectively). These differences indicate that participants who continue to attempt the exams after an initial failure can improve and pass the required exams. It also shows that the Commission's policies of allowing candidates multiple attempts and of providing diagnostic information to examinees helps to increase the number of qualified teachers.

Table 12 (on page 36, following Table 11) shows that more candidates have taken the SSAT exam than either Praxis exam, and that candidates have been more successful on the SSAT exam. The cumulative passing rates are, as expected, higher than the first-time passing rates for each exam. The differences in participation on the three exams *might* be a result of candidates taking the SSAT exam first because it is in a familiar format (multiple-choice) and then not taking the Praxis exams after learning that they have not passed the SSAT exam. Candidates who pass the SSAT may take the first Praxis test and then, if they fail that test, not take the second Praxis test. The difference in passing rates between the two Praxis exams is probably due to the nature of the two exams. "Mathematics: Proofs, Models, and Problems, Part 2" assesses more advanced mathematics than "Mathematics: Proofs, Models, and Problems, Part 1."

Table 11: First-Time Passing Rates on the Praxis and SSAT Mathematics Exams (Combined)

Overall First-Time Passing Rates: 12/95 - 6/98	1997-98 Cohort First-Time Passing Rates	1996-97 Cohort First-Time Passing Rates	1995-96 Cohort First-Time Passing Rates
Passed	Passed	Passed	Passed

	N	N	%	N	N	%	N	N	%	N	N	%
All Participants	942	153	16.2	254	47	18.5	425	71	16.7	263	35	13.3
Educational Level												
Undergraduate	73	18	24.7	29	4	13.8	36	13	36.1	8	--	--
Bachelor's Degree	175	29	16.6	46	8	17.4	78	14	17.9	51	7	13.7
Bachelor's Degree + Units	503	57	11.3	135	21	15.6	213	18	8.5	155	18	11.6
Master's Degree and Above	186	48	25.8	40	13	32.5	97	26	26.8	49	9	18.4
Did Not Respond	5	--	--	4	--	--	1	--	--	0	--	--
Semester Units in Math												
0 - 24	415	58	14.0	119	17	14.3	215	29	13.5	81	12	14.8
25 - 36	141	24	17.0	45	10	22.2	68	9	13.2	28	5	17.9
37 or More	297	61	20.5	80	19	23.8	125	30	24.0	92	12	13.0
Did Not Respond	89	10	11.2	10	--	--	17	--	--	62	6	9.7
Undergrad. College Major												
Education	106	3	2.8	29	3	10.3	46	0	0.0	31	0	0.0
English/Humanities	49	10	20.4	9	--	--	25	5	20.0	15	--	--
Mathematics	250	53	21.2	78	19	24.4	109	28	25.7	63	6	9.5
Natural Sciences	287	57	19.9	70	13	18.6	137	26	19.0	80	18	22.5
Social Sciences	194	23	11.9	45	7	15.6	92	11	12.0	57	5	8.8
Vocational/Technical	38	2	5.3	13	--	--	10	--	--	15	--	--
Undecided	0	--	--	0	--	--	0	--	--	0	--	--
Did Not Respond	18	--	--	10	--	--	6	--	--	2	--	--
Undergraduate GPA												
3.5-4.0	197	63	32.0	57	25	43.9	85	25	29.4	55	13	23.6
2.5-3.49	668	86	12.9	177	20	11.3	306	46	15.0	185	20	10.8
Below 2.5	65	2	3.1	12	--	--	32	0	0.0	21	--	--
Did Not Respond	12	--	--	8	--	--	2	--	--	2	--	--

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

(continued on next page)

Table 11: First-Time Passing Rates on the Praxis and SSAT Mathematics Exams (Combined)
(continued)

	Overall First-Time Passing Rates: 12/95 - 6/98			1997-98 Cohort First-Time Passing Rates			1996-97 Cohort First-Time Passing Rates			1995-96 Cohort First-Time Passing Rates		
	Passed			Passed			Passed			Passed		
	N	N	%	N	N	%	N	N	%	N	N	%
Where Prepared												
In California	576	80	13.9	147	18	12.2	265	43	16.2	164	19	11.6
Outside of California	148	36	24.3	51	19	37.3	62	10	16.1	35	7	20.0

Did Not Respond	218	37	17.0	56	10	17.9	98	18	18.4	64	9	14.1
<hr/>												
Gender												
Female	373	56	15.0	112	21	18.8	173	26	15.0	88	9	10.2
Male	563	95	16.9	140	25	17.9	249	44	17.7	174	26	14.9
Did Not Respond	6	--	--	2	--	--	3	--	--	1	--	--

Ethnicity												
African American	35	0	0.0	11	--	--	16	--	--	8	--	--
Asian American	79	18	22.8	25	6	24.0	38	10	26.3	16	--	--
Filipino	0	--	--	0	--	--	0	--	--	0	--	--
SE Asian American	24	--	--	6	--	--	6	--	--	12	--	--
Pacific Islander	10	--	--	2	--	--	6	--	--	2	--	--
Mexican American	71	2	2.8	20	--	--	21	--	--	30	1	3.3
Latino or Other Hispanic	27	0	0.0	7	--	--	14	--	--	6	--	--
Native American, Amer. Indian, Alaskan Native	9	--	--	3	--	--	2	--	--	4	--	--
White	615	122	19.8	155	33	21.3	292	57	19.5	168	32	19.0
Other	60	4	6.7	15	--	--	29	2	6.9	16	--	--
Did Not Respond	12	--	--	10	--	--	1	--	--	1	--	--

Best Language												
English	852	145	17.0	228	43	18.9	390	68	17.4	234	34	14.5
Another Language	80	7	8.8	21	--	--	32	3	9.4	27	1	3.7
Did Not Respond	10	--	--	5	--	--	3	--	--	2	--	--

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

Table 12: Cumulative and First-Time Passing Rates on the Praxis and SSAT Mathematics Exams (By Test)

	Cumulative Passing Rates			First-Time Passing Rates		
	N	Passed		N	Passed	
		N	%		N	%
SSAT: Mathematics	1290	744	57.7	1844	905	49.1
Praxis: Mathematics: Proofs, Models, and Problems, Part 1	736	296	40.2	1081	319	29.5
Mathematics: Proofs, Models, and Problems, Part 2	705	215	30.5	1033	220	21.3

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

Social Science

Cumulative passing rates on the SSAT and two Praxis examinations (all three combined) in social science for the 1995-96 and 1996-97 cohorts combined ("Overall" column) and separately are presented in Table 13 on the next two pages. Just under 26 percent of the 2100 participants overall who attempted any of the three exams passed all three exams through June 1998. A total of 1446 of these participants (69%) have attempted all three exams, and almost 38 percent have passed all three. The two annual cohorts have similar cumulative passing rates, but, unlike in both English and mathematics, the passing rates are lower for the more recent 1996-97 cohort than for the 1995-96 cohort.

Preparation again appears to be associated with performance. Overall, participants with at least 37 semester units in social

sciences coursework have a higher cumulative passing rate (31%) than candidates with 24 or fewer units (23%). Participants with undergraduate majors in social sciences have a higher passing rate (33%) than other participants. Participants with majors in English or other humanities do almost as well, with an overall cumulative passing rate of 31 percent. Participants with undergraduate majors in education have the lowest cumulative passing rate (25%). Undergraduate grade point average is also related to performance. Participants with higher grade point averages have higher cumulative passing rates than participants with lower grade point averages. These findings about preparation apply to all 2100 participants as well as to the 1446 participants who attempted all three exams.

The social science exam participants were fairly well-prepared in terms of the variables associated with higher passing rates. Almost half (45%) of them had 37 or more semester units of coursework in social sciences; 19 percent had fewer than 25 units. Two-thirds (67%) of the social science exam participants had undergraduate majors in social sciences.

Table 13: Cumulative Passing Rates on the Praxis and SSAT Social Science Exams (Combined)

	Overall Cumulative Passing Rates 12/95 - 6/98					1996-97 Cohort Cumulative Passing Rates					1995-96 Cohort Cumulative Passing Rates				
	All Participants		Attempted			All Participants		Attempted			All Participants		Attempted		
	Passed		%			Passed		%			Passed		%		
	N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass
All Participants	2100	543	25.9	1446	37.6	1333	331	24.8	916	36.1	767	212	27.6	530	40.0
Educational Level															
Undergraduate	88	25	28.4	67	37.3	55	13	23.6	41	31.7	33	12	36.4	26	46.2
Bachelor's Degree	331	119	36.0	278	42.8	222	78	35.1	186	41.9	109	41	37.6	92	44.6
Bachelor's Degree + Units	937	262	28.0	790	33.2	598	154	25.8	490	31.4	339	108	31.9	300	36.0
Master's Degree and Above	357	133	37.3	306	43.5	238	86	36.1	198	43.4	119	47	39.5	108	43.5
Did Not Respond	387	4	1.0	5	--	220	0	0.0	1	--	167	4	2.4	4	--
Units in Social Science															
0 - 24	391	88	22.5	292	30.1	307	62	20.2	232	26.7	84	26	31.0	60	43.3
25 - 36	262	90	34.4	206	43.7	206	71	34.5	164	43.3	56	19	33.9	42	45.2
37 or More	940	291	31.0	740	39.3	587	181	30.8	472	38.3	353	110	31.2	268	41.0
Did Not Respond	507	74	14.6	208	35.6	233	17	7.3	48	35.4	274	57	20.8	160	35.6
Undergrad. College Major															
Education	113	28	24.8	87	32.2	73	17	23.3	50	34.0	40	11	27.5	37	29.7
English/Humanities	151	47	31.1	126	37.3	105	29	27.6	87	33.3	46	18	39.1	39	46.2
Math/Natural Sciences	10	--	--	8	--	9	--	--	7	--	1	--	--	1	--
Social Sciences	1398	456	32.6	1191	38.3	904	279	30.9	756	36.9	494	177	35.8	435	40.7
Vocational/Technical	19	--	--	13	--	11	--	--	7	--	8	--	--	6	--
Undecided	0	--	--	0	--	0	--	--	0	--	0	--	--	0	--
Did Not Respond	409	6	1.5	21	--	231	1	0.4	9	--	178	5	2.8	12	--
Undergraduate GPA															
3.5-4.0	432	174	40.3	348	50.0	302	104	34.4	230	45.2	130	70	53.8	118	59.3
2.5-3.49	1373	347	25.3	1015	34.2	932	217	23.3	633	34.3	441	130	29.5	382	34.0
Below 2.5	109	13	11.9	71	18.3	77	6	7.8	47	12.8	32	7	21.9	24	--
Did Not Respond	186	9	4.8	12	--	22	--	--	6	--	164	5	3.0	6	--

Table 13: Cumulative Passing Rates on the Praxis and SSAT Social Science Exams (Combined)
(continued)

	Overall Cumulative Passing Rates 12/95 - 6/98					1996-97 Cohort Cumulative Passing Rates					1995-96 Cohort Cumulative Passing Rates				
	All Participants		Attempted			All Participants		Attempted			All Participants		Attempted		
	Passed		%			Passed		%			Passed		%		
	N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass
Where Prepared															
In California	1176	372	31.6	1003	37.1	744	225	30.2	622	36.2	432	147	34.0	381	38.6
Outside of California	263	88	33.5	203	43.3	196	62	31.6	147	42.2	67	26	38.8	56	46.4
Did Not Respond	661	83	12.6	240	34.6	393	44	11.2	147	29.9	268	39	14.6	93	41.9
Gender															
Female	797	192	24.1	535	35.9	504	112	22.2	337	33.2	293	80	27.3	198	40.4
Male	1283	347	27.0	904	38.4	816	218	26.7	575	37.9	467	129	27.6	329	39.2
Did Not Respond	20	--	--	7	--	13	--	--	4	--	7	--	--	3	--
Ethnicity															
African American	81	6	7.4	48	12.5	57	5	8.8	33	15.2	24	--	--	15	--
Asian American	52	17	32.7	40	42.5	36	11	30.6	28	39.3	16	--	--	12	--
Filipino	4	--	--	0	--	3	--	--	0	--	1	--	--	0	--
SE Asian American	15	--	--	11	--	11	--	--	8	--	4	--	--	3	--
Pacific Islander	13	--	--	12	--	8	--	--	7	--	5	--	--	5	--
Mexican American	205	33	16.1	152	21.7	124	20	16.1	94	21.3	81	13	16.0	58	22.4
Latino or Other Hispanic	68	11	16.2	45	24.4	40	8	20.0	26	30.8	28	3	10.7	19	--
Native American, Amer. Indian, Alaskan Native	23	--	--	14	--	15	--	--	9	--	8	--	--	5	--
White	1424	403	28.3	986	40.9	905	250	27.6	628	39.8	519	153	29.5	358	42.7
Other	160	52	32.5	122	42.6	99	27	27.3	74	36.5	61	25	41.0	48	52.1
Did Not Respond	55	11	20.0	16	--	35	4	11.4	9	--	20	--	--	7	--
Best Language															
English	1680	538	32.0	1415	38.0	1090	330	30.3	896	36.8	590	208	35.3	519	40.1
Another Language	25	1	4.0	20	--	16	--	--	14	--	9	--	--	6	--
Did Not Respond	395	4	1.0	11	--	227	0	0.0	6	--	168	4	2.4	5	--

Social science exam participants who were prepared outside of California have a slightly higher cumulative passing rate (34%) than those prepared in California (32%). Information about where candidates are prepared is not available for about 30 percent of the participants.

Male participants have a slightly higher cumulative passing rate (27%) than female participants (24%). Asian American participants have a higher cumulative passing rate (33%) than participants of any other ethnic backgrounds. The second highest passing rate was achieved by the participants who selected "Other" as their ethnic background. The small group of participants (25) whose best language is a language other than English fared relatively poorly, with a cumulative passing rate

of only 4 percent.

Table 14 on the following two pages shows first-time passing rates on the social science exams. Overall, a total of 2091 participants in the 1995-96, 1996-97, and 1997-98 cohorts combined have attempted the SSAT exam and both Praxis exams in social science through June 1998. Of these, 20 percent passed each exam on their first attempt. Unlike in English and mathematics, however, first-time passing rates have not increased with each subsequent cohort, but have actually declined slightly from 20 percent for the 1995-96 cohort to 19 percent for the 1997-98 cohort. The same patterns in passing rates among subgroups of participants noted above with respect to the cumulative passing rates are generally replicated with respect to the first-time passing rates.

A comparison of the cumulative passing rates for participants who attempted all three exams with the first-time passing rates for the 1995-96 and 1996-97 cohorts shows that the cumulative passing rates (40% and 36%, respectively) are higher than the first-time passing rates (20% and 21%, respectively). Participants who continue to attempt the exams after an initial failure can improve and pass the required exams. Allowing multiple attempts and providing diagnostic information appear to be helpful to candidates and help increase the number of qualified teachers.

Table 15 (on page 42, following Table 14) shows that more candidates have taken the SSAT exam than either Praxis exam, and that candidates have been more successful on the SSAT exam. The cumulative passing rates are higher than the first-time passing rates for each exam. As hypothesized with the mathematics exams, the differences in participation on the three exams *might* be a result of candidates taking the SSAT exam first because it is in a familiar format (multiple-choice) and then not taking the Praxis exams after learning that they have not passed the SSAT exam. Candidates who pass the SSAT may take the first Praxis test and then, if they fail that test, decide not to take the second Praxis exam. The difference in passing rates between the two Praxis exams is probably due to the nature of the two exams. Across the two Praxis exams, participants are less successful on "Analytical Essays" than on "Interpretation of Materials."

Table 14: First-Time Passing Rates on the Praxis and SSAT Social Science Exams (Combined)

	Overall First-Time Passing Rates: 12/95 — 6/98			1997-98 Cohort First-Time Passing Rates			1996-97 Cohort First-Time Passing Rates			1995-96 Cohort First-Time Passing Rates		
	Passed			Passed			Passed			Passed		
	N	N	%	N	N	%	N	N	%	N	N	%
All Participants	2091	425	20.3	645	122	18.9	916	198	21.6	530	105	19.8
Educational Level												
Undergraduate	142	43	30.3	75	20	26.7	41	12	29.3	26	11	42.3
Bachelor's Degree	438	92	21.0	160	24	15.0	186	48	25.8	92	20	21.7
Bachelor's Degree + Units	1076	153	14.2	286	40	14.0	490	73	14.9	300	40	13.3
Master's Degree and Above	418	130	31.1	112	34	30.4	198	65	32.8	108	31	28.7
Did Not Respond	17	--	--	12	--	--	1	--	--	4	--	--
Units in Social Science												
0 - 24	462	70	15.2	170	29	17.1	232	32	13.8	60	9	15.0
25 - 36	331	70	21.1	125	21	16.8	164	39	23.8	42	10	23.8
37 or More	1057	238	22.5	317	64	20.2	472	116	24.6	268	58	21.6
Did Not Respond	241	47	19.5	33	8	24.2	48	11	22.9	160	28	17.5
Undergrad. College Major												
Education	140	22	15.7	53	6	11.3	50	10	20.0	37	6	16.2
English/Humanities	177	37	20.9	51	13	25.5	87	15	17.2	39	9	23.1
Math/Natural Sciences	12	--	--	4	--	--	7	--	--	1	--	--
Social Sciences	1703	350	20.6	512	96	18.8	756	168	22.2	435	86	19.8
Vocational/Technical	22	--	--	9	--	--	7	--	--	6	--	--
Undecided	1	--	--	1	--	--	0	--	--	0	--	--
Did Not Respond	36	8	22.2	15	--	--	9	--	--	12	--	--

Undergraduate GPA

3.5-4.0	499	155	31.1	151	46	30.5	230	70	30.4	118	39	33.1
2.5-3.49	1445	250	17.3	430	67	15.6	633	125	19.7	382	58	15.2
Below 2.5	120	11	9.2	49	5	10.2	47	1	2.1	24	--	--
Did Not Respond	27	9	33.3	15	--	--	6	--	--	6	--	--

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

(continued on next page)

Table 14: First-Time Passing Rates on the Praxis and SSAT Social Science Exams (Combined)
(continued)

	Overall First-Time Passing Rates: 12/95 - 6/98			1997-98 Cohort First-Time Passing Rates			1996-97 Cohort First-Time Passing Rates			1995-96 Cohort First-Time Passing Rates		
	Passed			Passed			Passed			Passed		
	N	N	%	N	N	%	N	N	%	N	N	%
Where Prepared												
In California	1434	275	19.2	431	74	17.2	622	135	21.7	381	66	17.3
Outside of California	310	90	29.0	107	24	22.4	147	46	31.3	56	20	35.7
Did Not Respond	347	60	17.3	107	24	22.4	147	17	11.6	93	19	20.4
Gender												
Female	766	140	18.3	231	33	14.3	337	72	21.4	198	35	17.7
Male	1313	283	21.6	409	89	21.8	575	126	21.9	329	68	20.7
Did Not Respond	12	--	--	5	--	--	4	--	--	3	--	--
Ethnicity												
African American	69	7	10.1	21	--	--	33	1	3.0	15	--	--
Asian American	64	8	12.5	24	--	--	28	3	10.7	12	--	--
Filipino	0	--	--	0	--	--	0	--	--	0	--	--
SE Asian American	17	--	--	6	--	--	8	--	--	3	--	--
Pacific Islander	16	--	--	4	--	--	7	--	--	5	--	--
Mexican American	202	17	8.4	50	3	6.0	94	12	12.8	58	2	3.4
Latino or Other Hispanic	66	7	10.6	21	--	--	26	4	15.4	19	--	--
Native American, Amer. Indian, Alaskan Native	18	--	--	4	--	--	9	--	--	5	--	--
White	1438	331	23.0	452	93	20.6	628	157	25.0	358	81	22.6
Other	163	38	23.3	41	9	22.0	74	15	20.3	48	14	29.2
Did Not Respond	38	14	36.8	22	--	--	9	--	--	7	--	--
Best Language												
English	2026	418	20.6	611	117	19.1	896	198	22.1	519	103	19.8
Another Language	37	1	2.7	17	--	--	14	--	--	6	--	--
Did Not Respond	28	6	21.4	17	--	--	6	--	--	5	--	--

Table 15: Cumulative and First-Time Passing Rates on the Praxis and SSAT Social Science Exams (By Test)

	Cumulative Passing Rates			First-Time Passing Rates		
	Passed			Passed		
	N	N	%	N	N	%
SSAT: Social Science	2263	1948	86.1	3462	2772	80.1
Praxis: Social Studies: Analytical Essays	1357	643	47.4	2113	664	31.4
Social Studies: Interpretation of Materials	1355	771	56.9	2099	853	40.6

Summary

Table 16 on the next page provides a summary of the cumulative and first-time passing rates on the Praxis and SSAT examinations in English, mathematics, and social science. More candidates for Single Subject Teaching Credentials take the English and social science exams than take the mathematics exams. Fewer candidates take the Praxis exams than take the SSAT exams. Candidates for English credentials are more successful at meeting the combined examination requirement than candidates for social science or mathematics credentials, in terms of both cumulative passing rates and first-time passing rates. This may be due in part to the fact that there are only two examinations required of English credential candidates, while there are three required of social science and mathematics credential candidates. The low passing rates on the mathematics exams may be due to candidates with inadequate preparation in math taking the exams because it is a shortage field.

The cumulative passing rates for participants who took both (in English) or all three (in mathematics and social science) exams are higher than the cumulative passing rates for all participants. This is due to the fact that not all participants took all required exams. It appears that some candidates who do not pass the first exam they take decide not to take other exams in that field.

On each separate exam, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. A comparison of the passing rates of annual cohorts of participants in the earlier data tables shows that in mathematics, the cumulative passing rate of all participants, the cumulative passing rate of the participants who attempted all three required exams, and the first-time passing rate on the exams combined have increased. There are mixed results in English, where the cumulative passing rate of all participants

**Table 16: Summary of Passing Rates on the Praxis and SSAT Exams
in English, Mathematics, and Social Science**

	Cumulative Passing Rates				First-Time	
	All Participants		Attempted		Passing Rates	
	N	% Passed	N	% Passed	N	% Passed
ENGLISH						
SSAT: Literature and English Language	2133	66.4	--	--	3373	55.4
Praxis: English Language, Literature, and Composition: Essays	1365	72.7	--	--	2131	63.1

SSAT and Praxis Combined	2001	44.5	1401	63.6	2071	47.0
MATHEMATICS						
SSAT: Mathematics	1290	57.7	--	--	1844	49.1
Praxis: Mathematics: Proofs, Models, and Problems, Part 1	736	40.2	--	--	1081	29.5
Mathematics: Proofs, Models, and Problems, Part 2	705	30.5	--	--	1033	21.3
SSAT and Praxis Combined	1236	14.7	688	26.5	942	16.2
SOCIAL SCIENCE						
SSAT: Social Science	2263	86.1	--	--	3462	80.1
Praxis: Social Studies: Analytical Essays	1357	47.4	--	--	2113	31.4
Social Studies: Interpretation of Materials	1355	56.9	--	--	2099	40.6
SSAT and Praxis Combined	2100	25.9	1446	37.6	2091	20.3

IMPORTANT NOTE: See "Description of the Passing Rate Data (Tables 7-15)" on pages 21-23.

decreased, but the cumulative passing rate of the participants who attempted all three required exams, and the first-time passing rate on the exams combined, have increased. In social science, all three types of passing rates have decreased.

Overall, in all three subject areas, males have slightly higher overall cumulative passing rates than females. There is greater variation in the overall cumulative passing rates for subgroups based on ethnic background. In all three areas, Asian American participants, White participants, and participants who selected the "Other" category have achieved the highest passing rates, while African American, Latino/Other Hispanic, and Mexican American participants have passed at the lowest rates.

In all three areas, preparation in terms of semester units of coursework in the area, undergraduate major, and undergraduate grade point average is associated with performance in terms of passing rates. Participants with 37 or more semester units of coursework in the area pass at higher rates than participants with fewer than 25 units. Participants with undergraduate majors in the subject area have higher passing rates than participants who do not. The higher the grade point average, the higher the passing rate. An important implication of these findings is that subgroups of participants may be able to increase their success rates on the English, mathematics, and social science Praxis and SSAT examinations by strengthening their academic preparation.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PERF-2

Committee: Performance Standards

Title: Reading Instruction Competence Assessment (RICA): 1999-2000 Test Fees and Proposed Contract Amendment

✓ Action

Prepared by: Bob Carlson, Ph.D., Administrator
Professional Services Division

Summary of an Agenda Report

Reading Instruction Competence Assessment (RICA): 1999-2000 Test Fees and Proposed Contract Amendment

Professional Services Division
February 17, 1999

Overview of this Report

California Education Code §44283 requires that candidates for initial Multiple Subject Teaching Credentials pass the Reading Instruction Competence Assessment (RICA). Candidates can satisfy this requirement by passing either the RICA Written Examination or the RICA Video Performance Assessment, both of which became available for the first time in the summer of 1998. Education Code §44298 requires that, in the absence of designated appropriations by the Legislature from the Teacher Credentials fund, fees charged for an assessment be sufficient to cover the full cost of the assessment program. In January 1998, the Commission adopted test fees through June 1999 for the Written Examination (\$178) and for the Video Performance Assessment (\$258). These fees were based on estimated examinee volumes and Commission costs, including contracted administration and development costs. Because RICA registration bulletins are developed and published annually, the Commission has an annual opportunity to consider and adopt test fees for the following year. This report describes the costs of the RICA program, provides estimates of examinee volumes for 1999-2000, proposes test fees for 1999-2000 based on those estimates, and describes a proposed contract amendment related to test fees.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective One: Develop candidate and program standards.

Objective Two: Develop and administer teacher assessments.

Policy Issue to be Resolved

What test fees should candidates be charged in 1999-2000 for the RICA Written Examination and the RICA Video Performance Assessment?

Fiscal Impact Statement

The ongoing administration and development costs of the RICA must by law be recovered from candidates through test fees. The staff is recommending test fees for 1999-2000 that are estimated to be sufficient to cover the Commission's costs for that year.

Recommendations

- (1) That the Commission adopt the following RICA test fees for administrations in 1999-2000: \$127 for the Written Examination; \$220 for the Video Performance Assessment.
- (2) That the Commission adopt the amendment to the NES contract that is described on page 15 of this report.

Reading Instruction Competence Assessment (RICA): Background

California Education Code §44283 requires that most candidates for initial Multiple Subject Teaching Credentials pass the Reading Instruction Competence Assessment (RICA).¹ Candidates can satisfy this requirement by passing either the RICA Written Examination or the RICA Video Performance Assessment, both of which became available for the first time in the summer of 1998. Education Code §44298 requires that, in the absence of designated appropriations by the Legislature from the Teacher Credentials fund, fees charged for an assessment be sufficient to cover the full cost of the assessment program. In January 1998, the Commission adopted test fees through June 1999 for the Written Examination (\$178) and for the Video Performance Assessment (\$258). These fees were based on estimated examinee volumes and Commission costs for 1998-1999, including contracted administration and development costs. Because RICA registration bulletins are developed and published annually, the Commission has an annual opportunity to consider and adopt test fees for the following year. This report describes the costs of the RICA program, provides estimates of examinee volumes for 1999-2000, proposes test fees for 1999-2000 based on those estimates, and describes a proposed contract amendment related to test fees.

¹ Exceptions are (a) candidates who hold valid California teaching credentials other than internship credentials, internship certificates, and emergency permits and (b) candidates who hold valid teaching credentials issued by jurisdictions in the United States other than California.

The contract with National Evaluation Systems, Inc. (NES) for the administration and ongoing development of the RICA allows the Commission to set new test fees as often as yearly at no cost to the Commission. This is because the registration bulletins are updated and reprinted yearly. The Commission reserves the right to change fees at other times, but the Commission will bear the cost of notifying the field of such a change. The contract requires that, to be included in the subsequent year's RICA Registration Bulletin, the test fees must be set no later than March 9.

Costs of the RICA Program

In operating the RICA program, the Commission bears costs in two major categories. The largest of these two is for test administration and ongoing development performed by NES. The other cost category includes the Commission's other RICA-related expenses, primarily personnel and advisory panel costs. Each of these two cost categories is described below.

Contract Costs

The Commission's contract with NES specifies per-examinee costs for RICA administration and development that vary based on the annual volume of examinees. These costs are shown in Table 1 below.

Table 1
Contract Cost Per Examinee
Based on Annual Examinee Volume

Component	Annual Examinee Volume	Contract Cost Per Examinee
Written Examination	9,000-9,999	\$160
	10,000-13,999	130
	14,000-19,999	110
	20,000-24,999	95
Video Performance Assessment	250-499	\$345
	500-999	295
	1,000-1,999	245

The costs shown in Table 1 cover both (a) the administration of the RICA Written Examination six times per year and the Video Performance Assessment four times per year and (b) the continued development of assessment materials. Administration costs include, but are not limited to, the following:

- test security measures
- program communications and materials production
- registration bulletin and system
- site identification
- hiring and training of test administrators
- test administration
- provision of alternative testing arrangements for eligible examinees
- hiring and training of scorers
- scoring and score reporting

Ongoing RICA development costs include, but are not limited to, the following:

- drafting test items
- facilitating review of the draft items by the Bias Review Committee and the RICA Advisory Panel
- field-testing the draft items
- scoring field-test responses and analyzing field-test results
- facilitating review of the field-test results by the Bias Review Committee and the RICA Advisory Panel
- finalizing test items for use on operational test forms
- facilitating the selection of marker responses by the RICA Advisory Panel

Pursuant to the Commission's contract with NES, after each administration in a testing year, the Commission will pay NES a per-examinee cost that is determined prior to the year based on the estimated annual number of examinees. Following the last administration in a year, when the actual number of examinees for the year is known, the Commission and NES will reconcile the amount paid to NES. If the number of examinees in the year falls in a volume range *lower* than expected, the cost per examinee will be higher than what the Commission had been paying, and the Commission will pay NES the difference. If the number of examinees in the year falls in a volume range *higher* than expected, the cost per examinee will be lower than what the Commission had been paying, and NES will reimburse the Commission the difference. For the subsequent year, the per-examinee payment to NES for each administration will be set based on the annual number of examinees in the year that just ended. So that the test fees charged candidates are sufficient to pay NES for its costs of administration and development, the Commission has the opportunity on a yearly basis to change the fees, if necessary.

Non-Contract Costs

The Commission incurs additional costs associated with the overall management and administration of the RICA beyond the contract costs described above. Unlike the contract costs, these other costs are not related to examinee volume. These non-contract costs include staff time for managing the program, monitoring the contract, and completing other Commission responsibilities related to the program. In addition, the Commission is responsible for the travel and meeting expenses of the RICA Advisory Panel.

To implement the RICA successfully, staff is required to perform numerous professional and analytical responsibilities. When the Commission was planning its budget for 1998-99, the staff presented and the Commission reviewed and approved annual workload projections for implementation of the RICA. These projections were subsequently reviewed by the Department of Finance, which approved the Commission's budget including the personnel costs necessary to implement the RICA. Because the Commission's staff costs must be funded from RICA-generated revenues, it is essential that the Commission establish test fees that will cover these costs as well as the contract costs and the Advisory Panel's expenses.

As required by law, the Commission will continue to rely on the expert advice of the RICA Advisory Panel during the administration and continued development of the RICA. Panel members will play an essential role in reviewing and revising new assessment materials. In addition, due to the newness of the RICA, and the uniqueness of the Video Performance Assessment, the Commission's staff will rely on the continued advice of the RICA Advisory Panel during the early years of RICA administration. The panel will be invaluable in assisting the Commission to evaluate the implementation of the RICA.

The estimated 1999-2000 costs for these Commission responsibilities are shown in Table 2 below.

Table 2
Estimated Non-Contract Costs for 1999-2000

Category	Annual Cost
----------	-------------

Personnel Costs	\$160,000
Advisory Panel Costs	28,000
Operating Expenses*	26,000
TOTAL	\$214,000

* Supplies, communications, travel, materials, postage, printing, etc.

Estimated Examinee Volumes For 1999-2000

An important variable in determining test fees for the upcoming year is the number of anticipated examinees. The RICA costs each year should be prorated over the number of examinees so that the test fees are sufficient to cover the Commission's contracted and non-contracted costs described above.

Two types of information can be used to estimate the number of RICA examinees in 1999-2000: credential volume information and the current year's (1998-99) examinee volume to date. Each is reviewed below.

Credential Volume Information

Education Code §44283 requires that most candidates for initial Multiple Subject Teaching Credentials pass the RICA. In 1997-98, the Commission issued approximately 12,600 Multiple Subject Teaching Credentials to candidates who, if they had applied in 1999-2000, would have had to pass the RICA. Due to current efforts to increase funds available to districts for class-size reduction in elementary schools, this number could increase this year (1998-99) and next year (1999-2000).

Pursuant to Education Code §44283.2, applicants for initial Preliminary Level I Education Specialist Instruction Credentials will be required to pass the RICA effective January 1, 2000 (halfway through the 1999-2000 year). In 1997-98, the Commission issued approximately 1,875 of these credentials to candidates who, if they had applied after January 1, 2000, would have had to pass the RICA. Staff does not expect this number to change much this year (1998-99) or next year (1999-2000). Because the RICA requirement for these candidates will not take effect until 1999-2000 is half over, staff expects that the Commission will award approximately 940 such credentials in 1999-2000 to candidates who will have to pass the RICA.

Using these figures, it appears that in 1999-2000 there will be at least 13,540 credential candidates (at least 12,600 Multiple Subject Teaching Credential candidates and approximately 940 Preliminary Level I Education Specialist Instruction Credential candidates) who will have to pass the RICA.

The Current Year's (1998-99) Examinee Volume to Date

Another information source for projecting examinee volumes for 1999-2000 is examinee volumes to date in 1998-99. For the first four (of six) administrations of the RICA Written Examination in the year (August, October, and December, 1998, and February 1999), there were approximately 7,019 examinees.² For the first two (of four) submission deadlines for the RICA Video Performance Assessment (July and December, 1998), there were 52 examinees for the RICA Video Performance Assessment. Using these numbers and the credential volume information above, staff expects a total of approximately 13,000 Written Examination examinees and 125 Video Performance Assessment examinees this year.

² The RICA Written Examination was first administered in June 1998 to 764 examinees. Because this administration date was in 1997-98, these examinees are not included in the total examinee volume to date for 1998-99 when estimating examinee volumes for 1999-2000. These examinees are included, however, in 1998-99 when determining the contract costs.

Estimated Examinee Volumes For 1999-2000

Using the credential information and current year examinee volumes described above, staff estimates the following examinee volumes for 1999-2000:

Written Examination:	14,000 examinees
Video Performance Assessment:	200 examinees ³
Total:	14,200 examinees

³ This estimate assumes that the test fee for the Video Performance Assessment is not increased. If the fee were increased, there would probably be fewer examinees.

Recommended RICA Fees for 1999-2000

The information provided above can be used to develop recommended RICA test fees for 1999-2000. The estimated number of candidates who will take the Video Performance Assessment (200) falls outside the volume ranges specified in the NES contract and shown in Table 1. NES has agreed to expand the lowest volume range for the Video Performance Assessment

from the current 250-499 to 1-499 with no change in the contract cost per examinee. This requires a contract amendment, which is discussed in the next section of this report. Table 3 below shows the volume ranges and costs assuming the Commission approves the proposed contract amendment.

Table 3
Contract Cost Per Examinee
Based on Annual Examinee Volume
With Proposed Contract Amendment

Component	Annual Examinee Volume	Contract Cost Per Examinee
Written Examination	9,000-9,999	\$160
	10,000-13,999	130
	14,000-19,999	110
	20,000-24,999	95
Video Performance Assessment	250-499	\$345
	500-999	295
	1,000-1,999	245
	2,000-2,499	240

The Commission's estimated 1999-2000 cost of \$214,000 can be recovered from the estimated 14,200 candidates by charging each candidate \$15.00 (down from \$18.00 in the current year) in addition to the contract cost per examinee.

Combining both the contractor costs at the estimated examinee volumes and the Commission's costs would result in the following RICA fees for 1999-2000.

RICA Written Examination: \$125 (110 + 15)
(down from \$178 in the current year)

RICA Video Performance Assessment: \$360 (345 + 15)
(up from \$258 in the current year)

Staff does not recommend adoption of these fees, however, for the following reasons. Education Code Section 44283, which established the RICA, requires the Commission to administer the following two RICA components:

- "(1) A comprehensive examination of the knowledge and skill pertaining to effective reading instruction of the credential candidate." (The Commission has developed and administers the RICA Written Examination to satisfy this requirement.)
- "(2) An authentic assessment of teaching skills and classroom abilities of the credential applicant pertaining to the provision of effective reading instruction." (The Commission has developed and administers the RICA Video Performance Assessment to satisfy this requirement.)

Staff is concerned that if the Commission adopts the test fee indicated above for the Video Performance Assessment, which is based on the Commission's actual costs of administering that assessment, few candidates will choose that option. The higher fee would make the Video Performance Assessment unaffordable for many candidates. Although the Commission would satisfy the *letter* of the law by continuing to make the Video Performance Assessment available, it would surely not satisfy the *intent* of the law, which was that candidates have a viable option to the Written Examination.

To make sure that the Video Performance Assessment is a viable alternative for as many RICA candidates as possible, staff recommends that a small amount be added to the test fee for the Written Examination to cover the costs of the Video Performance Assessment that are not covered by its test fee. Having Written Examination examinees pay a small amount extra to keep the Video Performance Assessment test fee down is appropriate because all Written Examination candidates could potentially benefit from having the Video Performance Assessment available as an option.

Staff proposes adding \$2.00 to the Written Examination test fee, which would allow the Video Performance Assessment test fee to drop to \$220. This assumes 200 Video Performance Assessment examinees. Because \$15 of this fee would be used for the Commission's non-contract costs, \$205 of the fee would be available for the contract cost. The Commission would owe NES \$345 per examinee (see Table 3), so the Commission would be short \$140 for each of 200 examinees, or \$28,000. This shortage would be made up by the extra \$2 paid by each of the 14,000 Written Examination examinees.⁴ Therefore, staff recommends that the Commission adopt the following RICA test fees for 1999-2000:

Staff recognizes that a lower Video Performance Assessment test fee is likely to increase the number of those examinees and correspondingly decrease the number of Written Examination examinees. Staff does not have the econometric expertise, however, to model how this factor might be realized. Because the number is likely to be small, the effect of ignoring this factor is probably minimal.

RICA Written Examination: \$127 (110 + 15 + 2)
 (down from \$178 in the current year)

RICA Video Performance Assessment: \$220 (205 + 15)
 (down from \$258 in the current year)

Recommended Contract Amendment

This part of the report describes a proposed amendment to the NES contract for the administration and ongoing development of the RICA (TCC-7043), awarded to NES by the Commission on October 9, 1997. The need for this amendment was discussed above. The staff recommends that the Commission amend the contract by expanding the lowest volume range for the Video Performance Assessment from the current 250-499 to 1-499 with no change in the contract cost per examinee, as shown in Table 4 below. (Text that is struck-through, like this, is proposed to be deleted. Text that is underlined, like this, is proposed to be added.)

**Table 4
 Proposed Contract Amendment**

Component	Annual Examinee Volume	Contract Cost Per Examinee
Video Performance Assessment	250 1-499	\$345
	500-999	295
	1,000-1,999	245
	2,000-2,499	240



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: March 3-4, 1999

Agenda Item Number: PERF-3

Committee: Performance Standards

Title: Reading Instruction Competence Assessment (RICA): Results of the 1998 Administrations

✓ Information

Prepared by: Bob Carlson, Ph.D., Administrator
Professional Services Division

Summary of an Agenda Report

Reading Instruction Competence Assessment (RICA): Results of the 1998 Administrations

Professional Services Division
February 17, 1999

Overview of this Report

Education Code Section 44283 requires the Commission to administer the Reading Instruction Competence Assessment (RICA), and to report and interpret RICA results. The RICA Written Examination was administered for the first time on June 20, 1998, and was administered three subsequent times in 1998. The initial submission deadline for the RICA Video Performance Assessment was July 10, 1998. There was one additional submission deadline in 1998. In July 1998, the Commission adopted a plan for the staff's reporting of RICA results to the Commission. In keeping with the Commission-adopted reporting plan, this report provides results for the four 1998 administrations of the Written Examination and the two 1998 administrations of the Video Performance Assessment. Results are provided by administration date and cumulatively. Results are also presented by preparation program for the first time.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective One: Develop candidate and program standards.

Objective Two: Develop and administer teacher assessments.

Fiscal Impact Summary

The ongoing administration costs of the RICA, which include the reporting of assessment results, must by law be recovered through examinee fees.

Part 1 Background Information and Overview

Among recent efforts to improve the preservice preparation of teacher candidates in the area of reading is Education Code Section 44283, added to the code by Assembly Bill 1178 (Chapter 919, Statutes of 1996), supported by the Commission. The

law requires the Commission to "develop, adopt, and administer a reading instruction competence assessment . . . to measure an individual's knowledge, skill, and ability relative to effective reading instruction." The Reading Instruction Competence Assessment (RICA) includes two assessments: the RICA Written Examination and the RICA Video Performance Assessment. Effective October 1, 1998, most candidates for Multiple Subject Teaching Credentials are required to pass either the Written Examination or the Video Performance Assessment.¹ Until June 30, 2000, the RICA Video Performance Assessment can also be taken by credentialed teachers wishing to earn a Reading Certificate. The law that established the RICA requires the Commission to "report and interpret individual and aggregated [RICA] assessment results."

¹ Exceptions are (a) candidates who hold valid California teaching credentials other than internship credentials, internship certificates, and emergency permits and (b) candidates who hold valid teaching credentials issued by jurisdictions in the United States other than California.

The RICA Written Examination was administered for the first time on June 20, 1998, and the initial submission deadline for the RICA Video Performance Assessment was July 10, 1998. In July 1998, the Commission adopted a plan for reporting RICA results to the Commission. In keeping with the plan, staff presented to the Commission in August a report that included results for the initial administrations of both the Written Examination and the Video Performance Assessment. In October 1998, staff presented results for the second administration of the Written Examination, which took place on August 8, 1998. This report provides results for all of the 1998 administrations: four administrations of the Written Examination and two of the Video Performance Assessment. Results are provided by administration date and cumulatively. Results are also presented by preparation program for the first time. In October 1999, staff plans to present the first annual RICA report, which will include the results of all RICA administrations through June 1999.

Part 2 of this report provides the plan adopted by the Commission in July 1998 for reporting RICA results to the Commission. Part 3 provides information about the design, development, administration, and scoring of the RICA. This information has been presented to and acted on by the Commission before. It is included in this report to provide context for the results that are reported. Part 4 of this report presents preparation and demographic data about the candidates who took the RICA in 1998. Part 5 provides cumulative passing rates for all candidates together and subgroups of candidates, as well as passing rates by preparation program.

Part 2

The Commission-Adopted Plan for the Reporting of RICA Results to the Commission

In July 1998, the Commission adopted the following plan for reporting RICA results to the Commission.

To allow the Commission to monitor candidate performance on the RICA during the first year of implementation, summary reports of RICA results will be presented to the Commission according to the schedule below. Each report will include preparation, demographic, and performance data. Cumulative results will be included beginning with the second report.

- | | |
|---------------|--|
| August 1998: | Report on the June 20, 1998, (initial) administration of the Written Examination and the July 10, 1998, (initial) submission deadline for the Video Performance Assessment, included in the report with recommended passing standards. |
| October 1998: | Report on the August 8, 1998, administration of the Written Examination, including cumulative results. |
| March 1999: | Cumulative report for all administrations in 1998, including four administrations of the Written Examination and two submission deadlines for the Video Performance Assessment. |
| October 1999: | First annual summary report, including seven administrations of the Written Examination (one in 1997-98, six in 1998-99) and four submission deadlines for the Video Performance Assessment. |

Subsequent annual summary reports will be presented to the Commission in October of each subsequent year.

The reports described above will not include performance data for preparation programs that have less than 25 candidates tested, because data from fewer than 25 candidates is too unreliable for use. In addition, the reports will not include performance data by program until at least 20 programs each have performance data for at least 25 candidates. This is to allow a program's performance data to be presented in the context of similar data from other programs. Publicizing performance data for only a few programs that might initially have at least 25 candidates would unfairly highlight their performance out of context. This report is the first to include passing rates by preparation program (see Part 5).

Part 3

RICA Design, Development, Administration, and Scoring

This part of the report provides information about the design, development, administration, and scoring of the RICA.

RICA Assessment Design

As required by law, the RICA consists of two assessments: the RICA Video Performance Assessment and the RICA Written Examination. Effective October 1, 1998, most candidates for a Multiple Subject Teaching Credential are required to pass one of the assessments (their choice). In addition, until June 20, 2000, experienced teachers may pass the RICA Video Performance

Assessment (at a higher passing standard) as an optional way of satisfying part of the requirements for the Reading Certificate. Both the Written Examination and the Video Performance Assessment are based on the RICA Content Specifications, adopted by the Commission in January 1998 and provided in [Appendix A](#). The RICA Content Specifications consist of 43 teacher competencies in the area of reading. The competencies are organized into 13 content areas and four domains. On the next page is an outline of the specifications showing the four domains and their associated content areas.

The RICA Written Examination

The RICA Written Examination consists of two sections: a constructed-response section and a multiple-choice section. Each is described below. The two sections, together, permit a broad and deep assessment of candidates' knowledge about effective reading instruction, and their ability to apply that knowledge.

Outline of the RICA Content Specifications

Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment

Content Areas:

1. Conducting Ongoing Assessment of Reading Development
2. Planning, Organizing, and Managing Reading Instruction

Domain II: Developing Phonological and Other Linguistic Processes Related to Reading

Content Areas:

3. Phonemic Awareness
4. Concepts About Print
5. Systematic, Explicit Phonics and Other Word Identification Strategies
6. Spelling Instruction

Domain III: Developing Reading Comprehension and Promoting Independent Reading

Content Areas:

7. Reading Comprehension
8. Literary Response and Analysis
9. Content-Area Literacy
10. Student Independent Reading

Domain IV: Supporting Reading Through Oral and Written Language Development

Content Areas:

11. Relationships Among Reading, Writing, and Oral Language
12. Vocabulary Development
13. Structure of the English Language

The Constructed-Response Section

This section of the Written Examination includes two types of items for which candidates have to write a response.

Focused educational problems and instructional tasks. These items present problems or tasks in educational contexts, and require candidates to (a) consider information about a class, a group of students, an individual student, or an instructional situation and (b) devise or provide explanations related to appropriate instructional strategies or assessment approaches. Four focused educational problems and instructional tasks are included on each form of the exam. Each problem or task assesses one or more competencies in one of the four domains, and there is one problem or task for each domain. The problems or tasks for Domains I and IV each require a written response of approximately 50 words. Those for Domains II and III each require a written response of approximately 150 words.

Case study based on a student profile. For this item type, candidates receive substantial background information about a student and samples of materials illustrating the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each exam form includes one case study, which includes content related to all four domains of the RICA Content Specifications.

The Multiple-Choice Section

Each exam form includes 70 multiple-choice questions: 60 "scorable" questions, which are used to determine a candidate's score, and 10 "nonscorable" questions, which are questions being field-tested that are not used to determine a candidate's score. The multiple-choice questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate's ability to apply specific knowledge, to

analyze specific problems, or to conduct specific tasks related to reading instruction. Approximately 20% of the multiple-choice questions assess competencies in Domain I, 30% assess competencies in Domain II, 30% assess competencies in Domain III, and 20% assess competencies in Domain IV.

The RICA Video Performance Assessment

The design of the RICA Video Performance Assessment allows for candidate choice and the submission of a candidate's best classroom work. It centers on candidate-created videotapes of the candidate teaching reading. Each candidate who elects to take this RICA assessment will create three "Video Packets," each of which includes:

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the videotaped instruction, such as information about the students involved, a lesson plan, and a description of assessment methods and results the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute videotape of the candidate providing reading instruction; and
- a completed Reflection Form, on which the candidate provides an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

One Video Packet is to be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate's competencies in Domains I and II, one should demonstrate the candidate's competencies in Domains I and III, and one should demonstrate the candidate's competencies in Domains I and IV.

Development of the RICA

Appointment of the RICA Advisory Panel

The law establishing the RICA required that the Commission appoint an advisory committee to advise the Commission in the design, content, and administration of the RICA. In November 1996, the Commission's Executive Director distributed invitations throughout California to nominate RICA Advisory Panel members. The Commission received nomination materials from 121 individuals. Following a careful review of each nominee's qualifications by the Commission's staff, the Executive Director appointed 19 panel members, all of whom accepted. In addition, the Executive Director invited the following organizations to appoint liaisons to the RICA Advisory Panel: the Governor's Office of Child Development and Education, the California Department of Education, the California School Boards Association, and the Commission for the Establishment of Academic Content and Performance Standards. All four organizations responded affirmatively. A liaison from the CSU Center for the Improvement of Reading Instruction was later added to the panel. A list of RICA Advisory Panel members and liaisons is provided in [Appendix B](#).

A Job Analysis of the Teaching of Reading

The first major step in the development of the RICA was a job analysis of the teaching of reading. The purpose of the job analysis was to identify the teacher tasks, knowledge, and abilities important for the competent delivery of a balanced, comprehensive reading curriculum in a self-contained classroom or a language arts core class. From this set of tasks, knowledge, and abilities, the specific content for the RICA was subsequently selected.

In March 1997, as the result of a competitive bidding process, the Commission contracted with Educational Testing Service (ETS) for the job analysis. ETS was also contracted to conduct a nationwide search for existing instruments of reading instruction competence, with the goal of finding an instrument that could be used as the RICA. In July 1997, staff and representatives of ETS presented the results of these studies to the Commission, which (a) accepted the ETS reports,² (b) adopted a set of teacher tasks, knowledge, and abilities supported by the job analysis as important for the competent delivery of a balanced, comprehensive reading curriculum in a self-contained classroom or a language arts core class, (c) authorized the Commission's Executive Director to distribute the adopted knowledge, skills, and abilities to colleges and universities with approved preparation programs, and to others with a need for the information, and (d) authorized the release of a Request for Proposals for the development and administration of the RICA (given that no suitable extant measures were located).

² Rjosensfeld, M., Kocher, G.G., & Zack, J. (1997). A Job Analysis of the Teaching of Reading: Identifying the Teacher Tasks, Knowledge, and Abilities Important for the Competent Delivery of a Balanced, Comprehensive Reading Curriculum in California. Zack, J. (1997). Search for and Analysis of Extant Measures of a Teacher's Reading Instruction Competence. Both are studies conducted on behalf of the California Commission on Teacher Credentialing by Educational Testing Service.

Development and Validation of the RICA Content Specifications

Following the Commission's adoption in July 1997 of the teacher tasks, knowledge, and abilities supported by the job analysis as important for the competent delivery of reading instruction, the Commission in August released a request for proposals for the development and administration of the RICA. Bidders were asked to provide detailed plans for developing and administering the RICA, and evidence of their capacity to perform effectively. In October 1997, Commission staff presented a report to the Commission describing the proposal solicitation and evaluation process. As a result, the Commission contracted with National Evaluation Systems, Inc. (NES) for the development and administration of the RICA.

NES' first responsibility was to work with the RICA Advisory Panel and a California Bias Review Committee to develop draft RICA Content Specifications based on the results of the job analysis. In November 1997, NES conducted a large-scale validity study of the draft specifications. The draft specifications were sent for review to over 4,000 teachers at almost 600 California public schools and to almost 600 teacher educators at 76 institutions with Commission-approved Multiple Subject Teaching

Credential Programs. Responses were received from over 1,100 California educators. The RICA Advisory Panel and the Bias Review Committee reviewed the results of the validity study, and the advisory panel finalized the specifications for recommendation to the Commission.

In January 1998, the Commission adopted the RICA Content Specifications ([Appendix A](#)), accepted an NES report detailing the development and validation of the RICA Content Specifications,³ and adopted the general assessment design for the RICA. In March 1998, the Commission adopted an elaborated RICA assessment design that specified how the four domains of knowledge and skills in the RICA Content Specifications would be covered on the Video Performance Assessment and the Written Examination. The RICA assessment design is described above.

³ Natinal Evaluation Systems, Inc. (1997). Development and Validation of the Content Specifications for the Reading Instruction Competence Assessment (RICA). A report prepared for the California Commission on Teacher Credentialing.

Development of RICA Assessment Materials

NES worked with the RICA Advisory Panel and the Bias Review Committee to develop the following RICA assessment materials:

For the RICA Video Performance Assessment:

- a Procedures Manual for candidates detailing the assessment requirements and directions for creating the Video Packets,
- Instructional Context Forms,
- Reflection Forms, and
- scoring criteria.

For the RICA Written Examination:

- focused educational problems and instructional tasks,
- case studies,
- multiple-choice questions, and
- scoring criteria for (a) the focused educational problems and instructional tasks and (b) case studies.

RICA assessment materials were field-tested throughout California in March 1998. In April the RICA Advisory Panel and the Bias Review Committee reviewed the results of the field test and finalized the assessment materials. Plans are underway for the development and field-testing of additional assessment materials.

Administration of the RICA

The RICA Written Examination was administered for the first time on June 20, 1998. It was administered again on August 8, October 3, and December 5. In 1999 and thereafter, the Written Examination will be administered six times per year. During an administration, candidates are given four hours to complete the examination.

For the RICA Video Performance Assessment, there are no "administration dates" because candidates create Video Packets on their own and then submit them for scoring. The Video Performance Assessment schedule is based on "submission deadlines," dates by which a candidate's Video Packets must be submitted in order to be scored in the subsequent scoring session. There are four scoring sessions each year, with associated submission deadlines. The submission deadlines in 1998 were July 10 and December 11.

Scoring of the RICA

Constructed-response items require a candidate to *create* a response rather than *select* one from alternatives provided (as in multiple-choice items). Unlike multiple-choice items, constructed-response items cannot be scored electronically; they must be scored by qualified and trained scorers based on predetermined scoring criteria and procedures. This section of the report describes the criteria and procedures for scoring the Video Performance Assessment Video Packets and the constructed-response items on the Written Examination. Once these items are scored, a candidate's total score and passing status are determined. This section also describes how a candidate's total score and passing status are determined for the Video Performance Assessment and the Written Examination.

Performance Characteristics, Scoring Scales, and Marker Responses

There are five constructed-response items on the RICA Written Examination: four focused educational problems and instructional tasks, and one case study. Each Video Performance Assessment Video Packet created by a candidate is a constructed-response item. For the scoring of these items, NES and the RICA Advisory Panel have developed, and the Commission adopted in June 1998, "performance characteristics" and "scoring scales" based on the RICA Content Specifications. These scoring materials are provided in [Appendix C](#). For the Written Examination, there is one set of performance characteristics for (a) the focused educational problems and instructional tasks and (b) the case study. These performance characteristics are associated with a three-point scoring scale for the focused educational problems and instructional tasks, and a four-point scoring scale for the case study. There is a second set of performance characteristics and an associated four-point scoring scale for the Video Performance Assessment.

The performance characteristics are the set of quality factors against which candidate responses are judged. The associated

scoring scale provides, for each of the score points, a description of a typical response at that level in terms of the performance characteristics. For example, one of the performance characteristics for the case study is "Application of Content." This performance characteristic is described as follows: "The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the applicable RICA domains." Each of the score-point descriptors in the four-point scoring scale for the case study describes a level of accomplishment on this performance characteristic. For example, a typical 2-point response "demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies." In contrast, a typical 4-point response "demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains."

By themselves, the performance characteristics and scoring scales are insufficient for scoring constructed-response items. For each constructed-response item, the scoring scales are augmented by "marker responses" selected by the RICA Advisory Panel. Marker responses are candidate responses to an item that exemplify each point on the scoring scale. For example, a 2-point marker response for a Domain I focused educational problem/instructional task is a good example of what is meant by the score-point descriptor for a 2-point response for that item. Such a response generally fulfills the purpose of the assignment, demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from Domain I, and provides adequate supporting examples, evidence, and rationales. A 3-point marker response for the same item completely fulfills the purpose of the assignment, demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from Domain I, and provides strong supporting examples, evidence, and rationales. Marker responses serve to operationalize the performance characteristics and scoring scales.

Scoring Procedures for Constructed-Response Items

Candidate responses to RICA constructed-response items are scored by qualified and trained California educators at NES' Sacramento office. To be eligible to be a RICA scorer, an individual must be knowledgeable about reading and reading instruction and must either:

- have a valid, non-emergency California teaching credential that authorizes instruction in self-contained classrooms or core classes; and
- have a minimum of three years of classroom teaching experience; and
- be currently teaching reading or have taught reading within the last three years in California public schools in grades K-8 (e.g., in a self-contained classroom or a core class, or as a reading specialist); and
- have participated in professional development (formal or informal) that addresses the *California Reading Initiative* requirements; and be recommended by the principal or assistant principal of the California public school where the individual currently teaches or most recently taught.

OR

- be a teacher educator in a teacher preparation program approved by the Commission; and
- be currently teaching courses in reading methods taken by Multiple Subject Teaching Credential candidates or Reading Certificate candidates, or have taught such courses within the last three years, in the Commission-approved teacher preparation program; and
- be recommended by an administrator of the Commission-approved teacher preparation program in which the individual teaches or most recently taught.

Potential scorers are trained and assessed. The goal of training is to calibrate scorers to the scoring scale to be used and to familiarize the scorers with scoring procedures. Following a discussion of program background, general characteristics of the item type to be scored, performance characteristics, the scoring scale, the specific item to be scored, and marker responses, each scorer reviews and scores training responses that have previously been scored. After the scorers review a training response, they are polled to determine the scores they have assigned. These scores are compared with the previously assigned scores. This polling process allows NES staff to ascertain the degree to which the scorers are becoming calibrated to the scoring scale.

After this training, the scorers' scoring skills are formally evaluated through a calibration assessment in which the scorers evaluate a set of pre-scored responses. Scorers who meet established criteria on the calibration assessment begin scoring actual candidate responses. Those who do not meet the criteria on the first calibration assessment receive additional training before being administered a second assessment. Those who do not meet the criteria on the second assessment are released from the scoring session.

Responses are scored using focused holistic scoring. For each item type, scorers judge the overall effectiveness of a response while focusing on the performance characteristics for that item type. Though the scoring method focuses on specific performance characteristics, it is holistic because the scoring reflects the overall effectiveness of the performance characteristics working in concert.

A Video Performance Assessment Video Packet is scored as a single unit. That is, a scorer assigns a single score to the entire packet after reviewing the candidate's Instructional Context Form, the videotaped instruction, and the Reflection Form.

Each Video Packet and each written response on the constructed-response section of the Written Examination is scored independently by two scorers.⁴ If the two scorers assign the same score or scores that differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous

scores, scores the response, and the candidate receives the Chief Reader's score doubled.

⁴ In some scoring sessions, such as those at the beginning of the program or when the number of submitted Video Packets is low, the Video Packets are scored by a group of two or more qualified California educators. The scorers independently evaluate each Video Packet, then reach consensus on the appropriate score. The consensus score is doubled to yield the candidate's score for the Video Packet.

To maintain consistency in scoring, scorers are recalibrated after each major break in scoring (i.e., each morning of successive scoring days and following lunch). In addition, the scores for each set of candidate responses are processed as they are returned from scorers and the scoring of each scorer is monitored. This information is analyzed to determine, for each scorer, the distribution of scores assigned by the scorer, the extent to which the scores assigned by the scorer agree with the scores assigned to the same responses by other scorers, and, when there are disagreements, whether the scorer tends to score consistently higher or lower than other scorers. As a result of this ongoing monitoring, scorers who are not scoring appropriately are identified and retrained, and the responses they have scored inappropriately are rescored.

Determining a Candidate's Total Score and Passing Status on the Video Performance Assessment

A candidate's total score for the Video Performance Assessment is the sum of the six scores for the three Video Packets. This total score can range from 6, if the candidate receives all scores of 1 (the lowest score on the scoring scale), to 24, if the candidate receives all scores of 4 (the highest score on the scoring scale). A candidate's passing status is based on the total score and the minimum passing score. The minimum passing score adopted by the Commission for the Multiple Subject Teaching Credential is 17. The minimum passing score adopted by the Commission for the Reading Certificate is 21. A candidate who earns a total score that is equal to or greater than the minimum passing score passes the assessment. A candidate who does not earn the required minimum score does not pass the assessment.

Determining a Candidate's Total Score and Passing Status on the Written Examination

A candidate's total score on the Written Examination is determined based on the candidate's combined performance on the multiple-choice and constructed-response sections. The multiple-choice questions on the Written Examination are machine-scored correct or incorrect. The total score for the multiple-choice section is the number of scorable questions answered correctly. There is no penalty for guessing. A candidate could earn a maximum of 60 points on the multiple-choice section.

On the constructed-response section, each response receives two scores from the applicable scoring scale as described above. The sum of the two scores for a response is that response's raw score. These raw scores for each of the five items are then weighted by item type for two reasons:

- (1) Weighting allows the constructed-response section to reflect the same domain weights as in the multiple-choice section, thus allowing the Written Examination as a whole to reflect those weights, and
- (2) Weighting gives more significance to the items requiring longer responses (i.e., the focused items for Domains II and III, and the case study) than to the items requiring shorter responses (i.e., the focused items for Domains I and IV).

The weighting applied is shown in Table 1 on the next page. The raw scores on the focused items for Domains II and III are doubled, and the raw score on the case study is tripled. A candidate's total score for the constructed-response section of the Written Examination is the sum of the weighted raw scores for the five items. A candidate could earn a maximum of 60 points on the constructed-response section.

Table 1
Weighting of Constructed-Response Item Raw Scores
on the Written Examination

Item	Maximum Raw Score	Weight	Maximum Weighted Raw Score
Focused Items:			
Domain I	6	1	6
Domain II	6	2	12
Domain III	6	2	12
Domain IV	6	1	6
Case Study (Domains I-IV)	8	3	24

Determining a candidate's total score for the Written Examination is accomplished by summing the candidate's score on the multiple-choice section and the candidate's score on the constructed-response section.⁵ The range of possible scores on both sections is 0 to 60, so the range of total scores is 0 to 120. A candidate's passing status is based on the total score and the minimum passing score. The minimum passing score adopted by the Commission is 81. A candidate who earns a total score that is equal to or greater than 81 passes the assessment. A candidate who does not earn a total score of at least 81 does not pass the assessment.

⁵ Prior to summing the two scores, the multiple-choice section score is converted (through equating) to the score the candidate would have received on the initial form administered on June 20, 1998.

Part 4 Preparation and Demographic Data for 1998 RICA Candidates

Table 2 on the next four pages provides preparation and demographic data for candidates taking the RICA Written Examination at each 1998 administration and cumulatively. Table 3 on the two pages following Table 2 provides the same data for candidates who took the RICA Video Performance Assessment in 1998 for purposes of earning a Multiple Subject Teaching Credential.⁶ This information is obtained from candidates on the registration form. Except for the first sections of Tables 2 and 3, entitled "Examinee Volume," where data are provided for both first-time test-

⁶ Only eight certificated teachers took the Video Performance Assessment in 1998 for purposes of earning Reading Certificates. One Passed. Because there were so few of them, this report provides no additional information about those RICA participants.

**Table 2
Preparation and Demographic Data for
1998 RICA Written Examination Participants**

	6/20/98		8/8/98		10/3/98		12/5/98		Cumulative	
	N	%	N	%	N	%	N	%	N	%
Examinee Volume										
Total	731	100.0	700	100.0	1183	100.0	2850	100.0	5464	100.0
First-Time Test-Takers	731	100.0	697	99.6	1129	95.4	2685	94.2	5242	96.0
Repeat Test-Takers	0	0.0	3	0.4	54	4.6	165	5.8	222	4.1
Educational Level										
High School Diploma	10	1.4	1	0.1	5	0.4	45	1.6	60	1.1
Associate of Arts Degree	2	0.3	2	0.3	2	0.2	17	0.6	23	0.4
Bachelor's Degree	72	9.8	44	6.3	102	8.6	315	11.0	507	9.7
Bachelor's Degree Plus Additional Credits	579	79.2	578	82.6	977	82.6	2244	78.7	4203	80.2
Master's Degree	9	1.2	18	2.6	19	1.6	50	1.8	93	1.8
Master's Degree Plus Additional Credits	41	5.6	39	5.6	50	4.2	139	4.9	256	4.9
Doctoral Degree	11	1.5	8	1.1	10	0.8	13	0.5	41	0.8
Did Not Respond	7	1.0	10	1.4	18	1.5	27	0.9	59	1.1
Undergraduate College Grade Point Average										
3.50-4.00	213	29.1	227	32.4	301	25.4	720	25.3	1419	27.1
3.00-3.49	304	41.6	290	41.4	526	44.5	1274	44.7	2303	43.9
2.50-2.99	188	25.7	143	20.4	286	24.2	711	24.9	1253	23.9
2.00-2.49	18	2.5	26	3.7	44	3.7	112	3.9	189	3.6
1.50-1.99	0	0.0	0	0.0	3	0.3	0	0.0	3	0.1

Below 1.50	0	0.0	0	0.0	0	0.0	1	0.0	1	0.0
Not Attended College	1	0.1	0	0.0	0	0.0	0	0.0	1	0.0
Did Not Respond	7	1.0	14	2.0	23	1.9	32	1.1	73	1.4

(continued on next page)

Table 2
Preparation and Demographic Data for
1998 RICA Written Examination Participants
(continued)

	6/20/98		8/8/98		10/3/98		12/5/98		Cumulative	
	N	%	N	%	N	%	N	%	N	%
Professional Preparation	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
Not Begun Professional Preparation	38	5.2	22	3.1	27	2.3	78	2.7	156	3.0
College/University Internship Program:										
First Year in Program	119	16.3	73	10.4	139	11.7	399	14.0	698	13.3
Second Year in Program	54	7.4	78	11.1	125	10.6	296	10.4	532	10.1
Completed Program	3	0.4	8	1.1	25	2.1	185	6.5	214	4.1
District Internship Program:										
First Year in Program	26	3.6	17	2.4	35	3.0	63	2.2	130	2.5
Second Year in Program	25	3.4	44	6.3	103	8.7	176	6.2	336	6.4
Completed Program	5	0.7	1	0.1	5	0.4	10	0.4	20	0.4
Non-Intern College/University Program:										
Not Begun Student Teaching	252	34.5	202	28.9	125	10.6	433	15.2	965	18.4
Begun Student Teaching	182	24.9	210	30.0	529	44.7	888	31.1	1740	33.2
Completed Student Teaching	1	0.1	8	1.1	23	1.9	155	5.4	184	3.5
Completed Program	9	1.2	7	1.0	12	1.0	96	3.4	122	2.3
Did Not Respond	17	2.3	30	4.3	35	3.0	71	2.5	145	2.8
Preparation for Reading Instruction*	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
Completed None of the Following	33	4.5	37	5.3	77	6.5	192	6.7	317	6.0
Completed an IHE Course in Methods of Reading Instruction	598	81.8	565	80.7	870	73.5	2118	74.3	3991	76.1
Completed a District Internship Course in Methods of Reading Instruction	58	7.9	72	10.3	141	11.9	301	10.6	550	10.5
Observed Reading Instruction in a K-12 School	260	35.6	218	31.1	381	32.2	980	34.4	1767	33.7
Worked with Individual Students in a K-12 School to Improve their Reading Skills	192	26.3	178	25.4	288	24.3	681	23.9	1282	24.5
Had Daily Responsibility for Classroom Reading Instruction as a Student Teacher or Intern	148	20.2	176	25.1	446	37.7	1102	38.7	1823	34.8
Did Not Respond	9	1.2	14	2.0	23	1.9	32	1.1	73	1.4

* Participants could select more than one option.

(continued on next page)

Table 2
Preparation and Demographic Data for
1998 RICA Written Examination Participants
(continued)

	6/20/98		8/8/98		10/3/98		12/5/98		Cumulative	
	N	%	N	%	N	%	N	%	N	%
Student Teaching Assignments	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
None	434	59.4	410	58.6	536	45.3	1087	38.1	2345	44.7
One	177	24.2	163	23.3	420	35.5	908	31.8	1614	30.8
Two	80	10.9	82	11.7	158	13.4	569	20.0	856	16.3
Three	14	1.9	17	2.4	27	2.3	167	5.9	219	4.2
Four or more	19	2.6	15	2.1	20	1.7	86	3.0	137	2.6
Did Not Respond	7	1.0	13	1.9	22	1.9	33	1.2	71	1.4
Grade Level Experience in Providing Reading Instruction*	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
None	189	25.9	162	23.1	137	11.6	351	12.3	803	15.3
Pre-K-2	409	56.0	402	57.4	769	65.0	1938	68.0	3379	64.5
3-5	273	37.3	278	39.7	571	48.3	1429	50.1	2454	46.8
6-8	90	12.3	85	12.1	204	17.2	421	14.8	762	14.5
9-12	25	3.4	19	2.7	48	4.1	54	1.9	134	2.6
Did Not Respond	10	1.4	13	1.9	24	2.0	33	1.2	76	1.4
Best Language	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
English	697	95.3	651	93.0	1125	95.1	2671	93.7	4947	94.4
Spanish	9	1.2	22	3.1	23	1.9	102	3.6	142	2.7
Vietnamese	5	0.7	2	0.3	2	0.2	8	0.3	14	0.3
Cantonese	3	0.4	1	0.1	1	0.1	4	0.1	8	0.2
Hmong	1	0.1	0	0.0	1	0.1	4	0.1	6	0.1
Other	7	1.0	9	1.3	8	0.7	26	0.9	48	0.9
Did Not Respond	9	1.2	15	2.1	23	1.9	35	1.2	77	1.5
First Language	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
English only	602	82.4	547	78.1	946	80.0	2203	77.3	4148	79.1
English and One or More Other Languages	60	8.2	76	10.9	124	10.5	334	11.7	562	10.7
One or More Languages Other Than English	60	8.2	66	9.4	93	7.9	290	10.2	473	9.0
Did Not Respond	9	1.2	11	1.6	20	1.7	23	0.8	59	1.1

* Participants could select more than one option.

(continued on next page)

Table 2
Preparation and Demographic Data for
1998 RICA Written Examination Participants
(continued)

	6/20/98		8/8/98		10/3/98		12/5/98		Cumulative	
	N	%	N	%	N	%	N	%	N	%
Gender	731	100.0	700	100.0	1183	100.0	2850	100.0	5242	100.0
Male	94	12.9	107	15.3	196	16.6	488	17.1	831	15.9
Female	635	86.9	591	84.4	982	83.0	2357	82.7	4399	83.9
Did Not Respond	2	0.3	2	0.3	5	0.4	5	0.2	12	0.2
Racial/Ethnic Status	731	100.0	700	100.0	1183	100.0	2850	100.2	5242	100.0
African American or Black	8	1.1	13	1.9	25	2.1	69	2.4	111	2.1
Asian American or Asian	34	4.7	48	6.9	52	4.4	129	4.5	253	4.8
Filipino	5	0.7	5	0.7	18	1.5	44	1.5	67	1.3
Southeast Asian American or Southeast Asian	13	1.8	2	0.3	10	0.8	43	1.5	57	1.1
Pacific Island American	0	0.0	2	0.3	6	0.5	9	0.3	16	0.3
Mexican American or Chicano	58	7.9	82	11.7	127	10.7	318	11.2	543	10.4
Latino, Latin American, Puerto Rican, or Other Hispanic	30	4.1	30	4.3	54	4.6	164	5.8	257	4.9
Native American, American Indian, or Alaskan Native	2	0.3	5	0.7	8	0.7	21	0.7	34	0.6
White (Non-Hispanic)	533	72.9	469	67.0	824	69.7	1929	67.7	3629	69.2
Other	42	5.7	32	4.6	45	3.8	114	4.0	228	4.3
Did Not Respond	6	0.8	12	1.7	14	1.2	18	0.6	47	0.9

NOTE: Except for the "Examinee Volume" section of this table (i.e., the first section), data for specific administration dates are for all candidates tested on that date, including repeat test-takers. The cumulative data are for all candidates to date, and each candidate is included only once.

**Table 3
Preparation and Demographic Data for
1998 RICA Video Performance Assessment Participants
(Multiple Subject Teaching Credential Candidates)**

	7/10/98		12/11/98		Cumulative	
	N	%	N	%	N	%
Examinee Volume						
Total	6	100.0	34	100.0	40	100.0
First-Time Test-Takers	6	100.0	34	100.0	40	100.0
Repeat Test-Takers	0	0.0	0	0.0	0	0
Educational Level	6	100.0	34	100.0	40	100.0
Associate of Arts Degree	0	0.0	1	2.9	1	2.5
Bachelor's Degree Plus Additional Credits	5	83.3	32	94.1	37	92.5
Master's Degree Plus Additional Credits	1	16.7	1	2.9	2	5.0
Undergraduate College Grade Point Average	6	100.0	34	100.0	40	100.0
3.50-4.00	1	16.7	16	47.1	17	42.5
3.00-3.49	3	50.0	9	26.5	12	30.0
2.50-2.99	2	33.3	7	20.6	9	22.5
2.00-2.49	0	0.0	1	2.9	1	2.5
Did Not Respond	0	0.0	1	2.9	1	2.5

Professional Preparation	6	100.0	34	100.0	40	100.0
College/University Internship Program:						
First Year in Program	1	16.7	2	5.9	3	7.5
Second Year in Program	0	0.0	2	5.9	2	5.0
Completed Program	1	16.7	3	8.8	4	10.0
District Internship Program:						
First Year in Program	0	0.0	1	2.9	1	2.5
Non-Intern College/University Program:						
Not Begun Student Teaching	2	33.3	2	5.9	4	10.0
Begun Student Teaching	2	33.3	8	23.5	10	25.0
Completed Student Teaching	0	0.0	6	17.6	6	15.0
Completed Program	0	0.0	7	20.6	7	17.5
Did Not Respond	0	0.0	3	8.8	3	7.5
Preparation for Reading Instruction*	6	100.0	34	100.0	40	100.0
Completed an IHE Course in Methods of Reading Instruction	6	100.0	29	85.3	35	87.5
Completed a District Internship Course in Methods of Reading Instruction	0	0.0	5	14.7	5	12.5
Observed Reading Instruction in a K-12 School	4	66.7	17	50.0	21	52.5
Worked with Individual Students in a K-12 School to Improve their Reading Skills	4	66.7	12	35.3	16	40.0
Had Daily Responsibility for Classroom Reading Instruction as a Student Teacher or Intern	2	33.3	23	67.6	25	62.5

*Participants could select more than one option.

(continued on next page)

Table 3 (continued)
Preparation and Demographic Data for
1998 RICA Video Performance Assessment Participants
(Multiple Subject Teaching Credential Candidates)

	7/10/98		12/11/98		Cumulative	
	N	%	N	%	N	%
Student Teaching Assignments	6	100.0	34	100.0	40	100.0
None	3	50.0	10	29.4	13	32.5
One	2	33.3	10	29.4	12	30.0
Two	1	16.7	11	32.4	12	30.0
Three	0	0.0	2	5.9	2	5.0
Four or more	0	0.0	1	2.9	1	2.5
Grade Level Experience in Providing Reading Instruction*	6	100.0	34	100.0	40	100.0

None	0	0.0	1	2.9	1	2.5
Pre-K-2	6	100.0	27	79.4	33	82.5
3-5	4	66.7	18	52.9	22	55.0
6-8	2	33.3	2	5.9	4	10.0
9-12	1	16.7	1	2.9	2	5.0
<hr/>						
Best Language	6	100.0	34	100.0	40	100.0
English	6	100.0	32	94.1	38	95.0
Spanish	0	0.0	1	2.9	1	2.5
Other	0	0.0	1	2.9	1	2.5
<hr/>						
First Language	6	100.0	34	100.0	40	100.0
English only	5	83.3	26	76.5	31	77.5
English and One or More Other Languages	1	16.7	4	11.8	5	12.5
One or More Languages Other Than English	0	0.0	4	11.8	4	10.0
<hr/>						
Gender	6	100.0	34	100.0	40	100.0
Male	2	33.3	4	11.8	6	15.0
Female	4	66.7	30	88.2	34	85.0
<hr/>						
Racial/Ethnic Status	6	100.0	34	100.0	40	100.0
African American or Black	0	0.0	1	2.9	1	2.5
Asian American or Asian	0	0.0	1	2.9	1	2.5
Mexican American or Chicano	1	16.7	1	2.9	2	5.0
Latino, Latin American, Puerto Rican, or Other	0	0.0	6	17.6	6	15.0
Hispanic						
White (Non-Hispanic)	4	66.7	22	64.7	26	65.0
Other	1	16.7	3	8.8	4	10.0
<hr/>						

*Participants could select more than one option.

NOTE: Except for the "Examinee Volume" section of this table (i.e., the first section), data for specific submission deadlines are for all candidates who submitted materials by that date, including repeat test-takers. The cumulative data are for all candidates to date, and each candidate is included only once.

takers and repeat test-takers separately, data for specific administration dates and submission deadlines are for all candidates who participated on that date, including repeat test-takers. The cumulative data are for all candidates to date (i.e., the sum of the first-time test-takers across administration dates or submission deadline), and each candidate is included only once.

Written Examination

The RICA Written Examination has seen a large increase during this start-up year, from 731 examinees at the first administration in June to 2,850 at the fourth administration in December. Table 2 shows that a total of 5,242 individuals took the exam in 1998. The majority (80%) of participants had a Bachelor's degree plus additional credits. Almost half (44%) reported undergraduate college grade point averages (GPAs) of 3.00-3.49, and the rest were about evenly split between higher (3.50-4.00) and lower (below 3.00) GPAs.

Cumulatively, 87 percent of the participants were in professional preparation programs. The majority (55%) of the participants were in non-internship college or university teacher preparation programs. Most of these participants had begun but not completed their student teaching. The second largest group of participants (23%) were either in the first or second year of college or university internship programs. About 9 percent of the participants were in district internship programs. Just under 7 percent reported having completed professional preparation programs, and 3 percent indicated that they hadn't begun their professional preparation.

This distribution of participants across program types has been fairly stable over the four administrations. There have been some changes, however, in the participants within each program type: they were a bit further along in their programs in December than in June. Among participants in non-internship programs, the proportion who have not begun student teaching has declined and the proportion who have begun or completed student teaching has increased. In both types of internship

programs, the percentage of the participants in the second year of the program has increased, while the percentage in the first year of the program has decreased.

Of the options provided on the registration form in terms of preparation for reading instruction, 76 percent of the participants had completed a college or university course in methods of reading instruction, and 11 percent had completed such a course in a district internship program. Overall, 45 percent had not completed a student teaching assignment, and this percentage has decreased over the four administrations in the year. Just under a third of the participants (31%) had completed one student teaching assignment, and this percentage, as well as the percentage of participants who have completed two assignments, have increased.

Almost two-thirds (65%) of the RICA Written Examination participants have experience providing reading instruction in pre-school and/or grades K-2, and almost half (47%) had reading instruction experience in grades 3-5. These percentages have increased across the four administrations, and the proportion with no experience in providing reading instruction has decreased. Nearly all (94%) reported that English is their best language.

The RICA Written Examination has primarily been taken by females. Overall, 84 percent of the participants were female. The majority (69%) identified their ethnic background as White (non-Hispanic). The second largest group (10%) identified themselves as Mexican American or Chicano.

Video Performance Assessment

Far fewer Multiple Subject Teaching Credential candidates took the Video Performance Assessment than took the Written Examination. As shown in Table 3, there were only 40 participants in the Video Performance Assessment. Most of these participants submitted their assessments in conjunction with the December submission deadline, and a greater number of participants is expected in the future.

Most (93%) participants had a Bachelor's Degree plus additional credits, and most (73%) reported undergraduate GPAs of 3.00 or higher. Half (50%) were in non-internship college or university professional preparation programs, and almost 18 percent had completed such a program. One-fourth (25%) of the participants had either completed or were in college or university internship programs. All but five of the participants (88%) had completed a college or university course in methods of reading instruction, and 63 percent had experienced daily responsibility for classroom reading instruction as student teachers or interns. Two-thirds (68%) had completed at least one student teaching assignment, and their experience in providing reading instruction was predominantly in pre-school and grades K-5.

All but two of the Video Performance Assessment participants (95%) indicated that English was their best language. The participants were primarily female (85%) and non-Hispanic White (65%). Six participants (15%) were of Latino, Latin American, Puerto Rican, or other Hispanic backgrounds.

Part 5 Passing Rates for 1998 RICA Candidates

This part of the report provides passing rate data for candidates taking the RICA Written Examination in 1998. Cumulative passing rates are provided for all candidates and for subgroups of candidates based on the preparation and demographic variables discussed above. Written Examination passing rates are also provided by preparation program. Finally, the overall cumulative passing rate on the Video Performance Assessment is presented and discussed.

Written Examination

Table 4 on the next two pages provides passing rates for candidates taking the RICA Written Examination in 1998. The data in the table are cumulative passing rates for all 5,242 candidates, and each candidate is included only once, even though some took the exam on more than one occasion. Passing rates are not provided for any subgroup with less than 25 candidates, because a passing rate for so few candidates is too unreliable for drawing any conclusions about the subgroup.

In 1998, the RICA Written Examination had an overall, cumulative passing rate of 85 percent. Candidates with higher educational levels had higher passing rates. Candidates who were participating in or had completed professional preparation passed at higher rates than candidates who had not begun professional preparation. Similarly, those who had completed a college, university, or district internship course in methods of reading instruction, and/or had some other preparation for reading instruction, had higher passing rates than candidates who had none of those experiences prior to taking the RICA. Candidates who had completed one student teaching assignment were more likely to pass than candidates who had not completed a student teaching assignment.

Male candidates, who make up only 16 percent of the 5,242 total candidates, passed at a lower rate than female candidates. White (non-Hispanic) and Native American, American Indian, or Alaskan Native candidates had the highest passing rates on the exam. Those with Southeast Asian or African American backgrounds had the lowest passing rates. Across the four administrations in 1998, the passing rate for Asian Americans has dropped somewhat, but the passing rates for the Mexican American and Latino groups have increased, narrowing the differences between their passing rates and those of White (non-Hispanic) candidates.

Written Examination Passing Rates by Preparation Program (IMPORTANT: [Click here for Correction Notice](#))

When candidates register to take the RICA Written Examination, they are asked about their preparation for reading instruction. Two options (among others) available for candidates to select are:

I will have completed a course in methods of reading instruction at an accredited college or university.

I will have completed instruction in methods of teaching reading in a district internship program.

Candidates who select either one of these responses are asked to indicate where they completed, or will have completed prior to taking the RICA, the instruction or course in methods of reading instruction. Candidates identify their preparation program from a list of all California public and private colleges and universities

Table 4

1998 RICA Written Examination Cumulative Passing Rates

	Total Examinees	Number Passed	Percent Passed
All Examinees	5242	4461	85.1
Educational Level			
Bachelor's Degree or Less	590	489	82.9
Bachelor's Degree Plus Additional Credits	4203	3590	85.4
Master's Degree and Above	390	338	86.7
Undergraduate College Grade Point Average			
3.50-4.00	1419	1305	92.0
3.00-3.49	2303	1980	86.0
2.50-2.99	1253	985	78.6
Below 2.50	193	133	68.9
Professional Preparation			
Not Begun Professional Preparation	156	101	64.7
College/University Internship Program:			
First Year in Program	698	588	84.2
Second Year in Program	532	456	85.7
Completed Program	214	162	75.7
District Internship Program:			
First Year in Program	130	106	81.5
Second Year in Program	336	302	89.9
Completed Program	20	--	--
Non-Intern College/University Program:			
Not Begun Student Teaching	965	830	86.0
Begun Student Teaching	1740	1547	88.9
Completed Student Teaching	184	147	79.9
Completed Program	122	97	79.5

Preparation for Reading Instruction*

Completed None of the Following	317	230	72.6
Completed an IHE Course in Methods of Reading Instruction	3991	3466	86.8
Completed a District Internship Course in Methods of Reading Instruction	550	483	87.8
Observed Reading Instruction in a K-12 School	1767	1564	88.5
Worked with Individual Students in a K-12 School to Improve their Reading Skills	1282	1111	86.7
Had Daily Responsibility for Classroom Reading Instruction as a Student Teacher or Intern	1823	1613	88.5

*Participants could select more than one option.

(continued on next page)

Table 4 (continued)
1998 RICA Written Examination Cumulative Passing Rates

	Total Examinees	Number Passed	Percent Passed
Student Teaching Assignments			
None	2345	1973	84.1
One	1614	1412	87.5
Two	856	725	84.7
Three or more	356	297	83.4
Grade Level Experience in Providing Reading Instruction*			
None	803	673	83.8
Pre-K-2	3379	2915	86.3
3-5	2454	2117	86.3
6-8	762	630	82.7
9-12	134	108	80.6
Best Language			
English	4947	4290	86.7
Spanish	142	67	47.2
Other	76	46	60.5
First Language			
English only	4148	3659	88.2
English and One or More Other Languages	562	439	78.1
One or More Languages Other Than English	473	316	66.8
Gender			
Male	831	611	73.5
Female	4399	3841	87.3
Ethnicity			
African American or Black	111	76	68.5
Asian American or Asian	253	205	81.0
Filipino	67	56	83.6

Southeast Asian American or Southeast Asian	57	33	57.9
Pacific Island American	16	--	--
Mexican American or Chicano	543	386	71.1
Latino, Latin American, Puerto Rican, or Other Hispanic	257	187	72.8
Native American, American Indian, or Alaskan Native	34	29	85.3
White (Non-Hispanic)	3629	3240	89.3
Other	228	194	85.1

NOTE: Passing rate data are not reported for groups smaller than 25.

with Commission-accredited Multiple Subject Teaching Credential programs and California district internship programs.

To help ensure the validity of the information, NES provides each preparation program an opportunity to verify the list of candidates who indicate they have completed the coursework or instruction at that institution. Rosters are mailed to programs, and program staff are encouraged to review the list and inform NES if any of the candidates are inappropriately identified with the program. NES removes these candidates from the rosters.

Table 5 on the next three pages shows for each preparation program that has at least one, the number of 1998 RICA Written Examination examinees who have taken a course or received instruction in reading methods at the institution. For each program with at least 25 examinees, the table indicates the cumulative number and percentage of examinees who have passed the exam. The number of examinees by program varied widely with a high of almost 500 at one institution. Passing rates, however, were fairly closely clustered around the overall passing rate of 85 percent, ranging from a high of 98 percent to a low of 75 percent.

Video Performance Assessment

Of the 40 Multiple Subject Teaching Credential candidates who choose to take the Video Performance Assessment, 10 have passed, each on the first attempt, for a cumulative passing rate of 25 percent. Because of the small number of candidates that have taken this assessment and the fact that it has only been administered twice, it is difficult to explain the low passing rate compared to the passing rate on the Written Examination. Staff expects greater numbers of candidates to take the Video Performance assessment in the next year. Over time, more data will become available about the candidates who take it and about candidate performance.

Table 5
(IMPORTANT: [Click here to see Correction Notice](#))
1998 RICA Written Examination Cumulative Passing Rates
by Preparation Program
(Corrected Table)

	Total Examinees	Number Passed	Percent Passed
All Examinees	5242	4461	85.1
California State University			
California Polytechnic State Univ. - SLO	41	40	97.6
California State Polytechnic Univ. - Pomona	64	53	82.8
CSU Bakersfield	46	40	87.0
CSU Chico	64	63	98.4
CSU Dominguez Hills	119	97	81.5
CSU Fresno	192	166	86.5
CSU Fullerton	143	138	96.5
CSU Hayward	59	58	98.3
CSU Long Beach	172	145	84.3
CSU Los Angeles	108	85	78.7
CSU Monterey	35	29	82.9
CSU Northridge	212	178	84.0

CSU Sacramento	176	160	90.9
CSU San Bernardino	92	75	81.5
CSU San Marcos	126	118	93.7
CSU Stanislaus	77	62	80.5
San Diego State University	111	93	83.8
San Francisco State University	135	124	91.9
San Jose State University	116	105	90.5
Sonoma State University	64	57	89.1

University of California

UC Irvine	20	--	--
UC Riverside	23	--	--
UC San Francisco	1	--	--
UC Santa Barbara	15	--	--
UC Santa Cruz	18	--	--

Private Institutions

Azusa Pacific University	37	28	75.7
Biola University	21	--	--
California Baptist College	11	--	--

(continued on next page)

Table 5 (continued)
(IMPORTANT: [Click here to see Correction Notice](#))
1998 RICA Written Examination Cumulative Passing Rates
by Preparation Program
(Corrected Table)

	Total Examinees	Number Passed	Percent Passed
Private Institutions (continued)			
California Lutheran University	34	28	82.4
Chapman University	465	415	89.2
Christian Heritage College	20	--	--
Claremont Graduate University	24	--	--
College of Notre Dame	26	24	92.3
Concordia University	47	41	87.2
Dominican College of San Rafael	38	34	89.5
Fresno Pacific University	28	24	85.7
Holy Names College	6	--	--
John F. Kennedy University	6	--	--
Loyola Marymount University	62	58	93.5
The Master's College and Seminary	11	--	--
Mount Saint Mary's College	6	--	--
National University	612	496	81.0
New College of California	1	--	--
Occidental College	2	--	--
Pacific Oaks College	11	--	--
Pacific Union College	11	--	--
Patten College	1	--	--
Pepperdine University	39	38	97.4

Point Loma Nazarene College	15	--	--
Saint Mary's College of California	24	--	--
Simpson College	29	27	93.1
Southern California College	20	--	--
Stanford University	1	--	--
United States International University	19	--	--
University of LaVerne	29	25	86.2
University of the Pacific	30	28	93.3
University of Redlands	54	44	81.5

(continued on next page)

Table 5 (continued)
(IMPORTANT: [Click here to see Correction Notice](#))
1998 RICA Written Examination Cumulative Passing Rates
by Preparation Program
(Corrected Table)

	Total Examinees	Number Passed	Percent Passed
Private Institutions (continued)			
University of San Diego	24	--	--
University of San Francisco	11	--	--
University of Southern California	5	--	--
Whittier College	21	--	--
District Internship Programs			
Project Pipeline	4	--	--
Long Beach USD	3	--	--
Los Angeles USD	224	213	95.1
Ontario/Montclair USD	8	--	--
San Diego City USD	31	25	80.6
Other district internship program	9	--	--
No Response		813	625

Appendix A The RICA Content Specifications

READING INSTRUCTION COMPETENCE ASSESSMENT (RICA™) CONTENT SPECIFICATIONS

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students. The knowledge and abilities needed by beginning teachers are described below, organized into four domains. Competence in all four of the domains is critical and necessary for achieving the goals of reading instruction.

- Domain I -Planning and Organizing Reading Instruction Based on Ongoing Assessment**
- Domain II -Developing Phonological and Other Linguistic Processes Related to Reading**
- Domain III -Developing Reading Comprehension and Promoting Independent Reading**
- Domain IV -Supporting Reading Through Oral and Written Language Development**

1. Each domain includes two or more content areas. The order of the content areas and the order of the competency statements within each content area do not indicate relative importance or value.
2. Many of the competencies include examples. The examples are not comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.
3. The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.
4. Each competency refers to the provision of instruction to all students, including English language learners, speakers of non-mainstream English, and students with special needs. Instruction should be characterized by a sensitivity to and respect for the culture and language of the students and should be based on students' developmental, linguistic, functional, and age-appropriate needs; that is, instruction should be provided in ways that meet the needs of the individual student.

**DOMAIN I:
PLANNING AND ORGANIZING READING INSTRUCTION
BASED ON ONGOING ASSESSMENT**

CONTENT AREA 1: CONDUCTING ONGOING ASSESSMENT OF READING DEVELOPMENT

Ongoing assessment of reading development refers to the use of multiple measures and the ongoing analysis of individual, small-group, and class progress in order to plan effective instruction and, when necessary, classroom interventions. All instruction should be based on information acquired through valid assessment procedures. Students must be able to recognize their own reading strengths and needs and be able to apply strategies for increasing their own reading competence. Teachers must be able to use and interpret a variety of informal and formal assessment tools and communicate assessment data effectively to students, parents, guardians, school personnel, and others.

- 1.1 **Principles of assessment.** The beginning teacher knows how to collect and use assessment data from multiple measures on an ongoing basis to inform instructional decisions. The teacher is able to select and administer informal reading assessments in all areas of reading and to analyze the results of both informal and formal reading assessments to plan reading instruction.
- 1.2 **Assessing reading levels.** The beginning teacher is able to use a variety of informal measures to determine students' independent, instructional, and frustration levels of reading. The teacher conducts these assessments throughout the school year and uses the results to select materials and plan and implement effective instruction for individuals and small and large groups in all areas of reading.
- 1.3 **Using and communicating assessment results.** The beginning teacher knows what evidence demonstrates that a student is performing below, at, or above expected levels of performance based on content standards and applies this information when interpreting and using assessment results. The teacher is able to recognize when a student needs additional help in one or more areas of reading, plans and implements timely interventions to address identified needs, and recognizes when a student may need additional help beyond the classroom. The teacher is able to communicate assessment results and reading progress to students, parents, guardians, school personnel, and others.

CONTENT AREA 2: PLANNING, ORGANIZING, AND MANAGING READING INSTRUCTION

Planning, organizing, and managing reading instruction refer to teacher practices necessary for delivering an effective, balanced, comprehensive reading program. Students' reading development is supported by a well-planned and organized program that is based on content and performance standards in reading and responsive to the needs of individual students. Students must develop as proficient readers in order to become effective learners and take advantage of the many lifelong benefits of reading. Teachers need to understand how to plan, organize, manage, and differentiate instruction to support all students' reading development.

- 2.1 **Factors involved in planning reading instruction.** The beginning teacher is able to plan instruction based on state and local content and performance standards in reading. The teacher knows the components of a balanced, comprehensive reading program (see Content Areas 1 and 3 through 13) and the interrelationships among these components. The teacher is able to do short- and long-term planning in reading and develop reading lessons that reflect knowledge of the standards and understanding of a balanced, comprehensive reading program. The teacher reflects on his or her reading instruction and uses this and other professional development resources and activities to plan effective reading instruction.
- 2.2 **Organizing and managing reading instruction.** The beginning teacher understands that the goal of reading instruction is to develop reading competence in all students, including English language learners, speakers of non-mainstream English, and students with special needs, and the teacher knows how to manage, organize, and differentiate instruction in all areas of reading to accomplish this goal (e.g., by using flexible grouping, individualizing reading instruction, planning and implementing timely interventions, and providing differentiated and/or individualized instruction). The teacher knows how to select and use instructional materials and create a learning environment that promotes student reading (e.g., by organizing independent and instructional reading materials and effectively managing their use, by taking advantage of resources and equipment with the school and the larger educational community).

**DOMAIN II:
DEVELOPING PHONOLOGICAL AND OTHER
LINGUISTIC PROCESSES RELATED TO READING**

CONTENT AREA 3: PHONEMIC AWARENESS

Phonemic awareness is the conscious awareness that words are made up of individual speech sounds (phonemes), and it is strongly related to reading achievement. To become effective readers, students must be able to perceive and produce the specific sounds of the English language and understand how the sound system works. Therefore, teachers must understand how and why phonemic awareness skills develop both before students are reading and as they are learning to read. Teachers need to know how to plan implicit and systematic, explicit instruction in phonemic awareness and how to choose a variety of materials and activities that provide clear examples for the identification, comparison, blending, substitution, deletion, and segmentation of sounds. Teachers need to analyze students' language development in order to match instruction with the students' needs.

- 3.1 **Assessing phonemic awareness.** The beginning teacher knows how to assess students' auditory awareness, discrimination of sounds, and spoken language for the purpose of planning instruction in phonemic awareness that meets students' needs.
- 3.2 **The role of phonemic awareness.** The beginning teacher knows ways in which phonemic awareness is related to reading achievement both before students are reading and as they are learning to read. The teacher understands the instructional progression for helping students acquire phonemic awareness skills (i.e., words, syllables, onsets and rimes, and phonemes).
- 3.3 **Developing phonemic awareness.** The beginning teacher is able to promote students' understanding that words are made up of sounds. The teacher knows how to achieve this goal by delivering appropriate, motivating instruction, both implicitly and explicitly, in auditory awareness and discrimination of sounds, phoneme awareness (e.g., teaching students how to rhyme, blend, substitute, segment, and delete sounds in words), and word awareness (i.e., recognition of word boundaries). The teacher is able to select materials and activities for teaching phonemic awareness skills that are appropriate to students at different stages of reading development.

CONTENT AREA 4: CONCEPTS ABOUT PRINT

Concepts about print refer to an understanding of how letters, words, and sentences are represented in written language, and these concepts play a critical role in students' learning to read. Students need to understand that ideas can be represented in print forms and that print forms may have unique characteristics that differ from oral representation of those same ideas. Teachers need to know that if a student does not demonstrate understanding of concepts about print and the written language system, then these concepts must be explicitly taught.

- 4.1 **Assessing concepts about print.** The beginning teacher is able to assess students' understanding of concepts about print and knows how to use assessment results to plan appropriate instruction in this area.
- 4.2 **Concepts about print.** The beginning teacher knows the instructional progression of concepts about print (e.g., sentence, word, and letter representation; directionality; tracking of print; understanding that print carries meaning). The teacher is able to select appropriate materials and activities and to provide effective instruction in these concepts.
- 4.3 **Letter recognition.** The beginning teacher knows the importance of teaching upper- and lower-case letter recognition and is able to select, design, and use engaging materials and activities, including multisensory techniques (visual, auditory, kinesthetic, tactile), to help students recognize letter shapes and learn the names of letters.

CONTENT AREA 5: SYSTEMATIC, EXPLICIT PHONICS AND OTHER WORD IDENTIFICATION STRATEGIES

Systematic, explicit phonics and other word identification strategies refer to an organized program in which letter-sound correspondences for letters and letter clusters are taught directly in a manner that gradually builds from basic elements to more complex patterns. Word identification strategies build on phoneme awareness and concepts about print. Skillful and strategic word identification plays a critical role in rapid, accurate decoding; reading fluency; and comprehension. Students must understand the alphabetic principle and conventions of written language so that they are able to apply these skills automatically when reading. Teachers must provide systematic, explicit instruction in phonics and other word identification strategies.

- 5.1 **Assessing phonics and other word identification strategies.** The beginning teacher is able to select and use a variety of appropriate informal and formal assessments to determine students' knowledge of and skills in applying phonics and other word identification strategies, including decoding tests, fluency checks (rate and accuracy), and sight word checks. The teacher is able to use this information to plan appropriate instruction.
- 5.2 **Explicit phonics instruction.** The beginning teacher knows that rapid, automatic decoding contributes to reading fluency and comprehension. The teacher is able to plan and implement systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units. These units include phonemes, onsets, teacher-developed instructional programs, materials, and activities that will be effective in the systematic, explicit teaching of phonics.
- 5.3 **Developing fluency.** The beginning teacher knows how to help students develop fluency and consolidate their word identification strategies through frequent opportunities to read and reread decodable texts and other texts written at their independent reading levels. The teacher is able to select appropriate texts for supporting students' development of reading fluency.
- 5.4 **Word identification strategies.** The beginning teacher is able to model and explicitly teach students to use word identification strategies in reading for meaning, including graphophonics cues, syllable division, and morphology (e.g., use of affixes and roots), and to use context cues (semantic and syntactic) to resolve ambiguity. The teacher is able to select materials for teaching decoding and word identification strategies and knows how to model self-correction strategies and provide positive, explicit, corrective feedback for word identification errors.
- 5.5 **Sight words.** The beginning teacher is able to provide opportunities for mastery of common, irregular sight words through multiple and varied reading and writing experiences. The teacher is able to select materials and activities to develop and reinforce students' knowledge of sight words.
- 5.6 **Terminology.** The beginning teacher knows the terminology and concepts of decoding and other word identification strategies (e.g., consonant blends, consonant digraphs, vowel patterns, syllable patterns, orthography, morphology), and knows how phonemes, onset and rimes, syllables, and morphemes are represented in print.

CONTENT AREA 6: SPELLING INSTRUCTION

Spelling maps sounds to print. Spelling knowledge and word identification skills are strongly related. Students' knowledge of orthographic (spelling) patterns contributes to their word recognition, vocabulary development, and written expression. Teachers need to know the stages of spelling and be able to provide meaningful spelling instruction that includes systematic, explicit teaching of orthographic patterns (e.g., sound-letter correspondence, syllable patterns), morphology, etymology, and high-frequency words.

- 6.1 **Assessing spelling.** The beginning teacher is able to analyze and interpret students' spelling to assess their stages of spelling development (pre-phonetic, phonetic, transitional, conventional) and to use that information to plan appropriate spelling instruction.
- 6.2 **Systematic spelling instruction.** The beginning teacher is able to use a systematic plan for spelling instruction that relates to students' stages of spelling development. The teacher knows how to select spelling words and use deliberate, multisensory techniques to teach and reinforce spelling patterns. The teacher knows how the etymology and morphology of words relate to orthographic patterns in English, knows high-frequency words that do not conform to regular spelling patterns, and is able to utilize this knowledge in planning and implementing systematic spelling instruction.
- 6.3 **Spelling instruction in context.** The beginning teacher knows how to teach spelling in context and provides students with opportunities to apply and assess their spelling skills across the curriculum. The teacher knows how to plan spelling instruction that supports students'; reading development (e.g., phonics skills, knowledge of morphology, vocabulary development) and writing development (e.g., use of decoding skills as a strategy for proofreading their spelling). The teacher is able to identify spelling words that support and reinforce instruction in these areas.

DOMAIN III: DEVELOPING READING COMPREHENSION AND PROMOTING INDEPENDENT READING

CONTENT AREA 7: READING COMPREHENSION

Reading comprehension refers to reading with understanding. Reading fluency and reading comprehension are necessary for learning in all content areas, sustaining interest in what is read, and deriving pleasure from reading. The end goal of reading instruction is to enable students to read with understanding and apply comprehension strategies to different types of texts for a variety of lifetime reading purposes. Effective readers produce evidence of comprehension by clarifying the ideas presented in text and connecting them to other sources, including their own background knowledge. Teachers need to be able to facilitate students'; comprehension and provide them with explicit instruction and guided practice in comprehension strategies.

- 7.1 **Assessing reading comprehension.** The beginning teacher is able to use informal and formal procedures to assess students' comprehension of narrative and expository texts and their use of comprehension strategies. The teacher knows how to use this information to provide effective instruction in reading comprehension.
- 7.2 **Fluency and other factors affecting comprehension.** The beginning teacher understands factors affecting reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences, vocabulary) and knows how proficient readers read. The teacher is able to use this knowledge to plan and deliver effective instruction in reading comprehension.
- 7.3 **Facilitating comprehension.** The beginning teacher is able to facilitate comprehension at various stages of students' reading development (e.g., before students learn to read, as they are learning to read, and as they become proficient readers). The teacher is able to select and use a range of activities and strategies before, during, and after reading to enhance students' comprehension (e.g., developing background knowledge, encouraging predictions, questioning, conducting discussions).
- 7.4 **Different levels of comprehension.** The beginning teacher knows the level of comprehension and is able to model and explicitly teach comprehension skills. These include (a) literal comprehension skills (e.g., identifying explicitly stated main ideas, details, sequence, cause-effect relationships, and patterns); (b) inferential comprehension skills (e.g., inferring main ideas, details, comparisons, cause-effect relationships not explicitly stated; drawing conclusions or generalizations from a text; predicting outcomes); and (c) evaluative comprehension skills (e.g., recognizing instances of bias and unsupported inferences in texts; detecting propaganda and faulty reasoning; distinguishing between facts and opinions; reacting to a text's content, characters, and use of language). The teacher is able to select materials (both narrative and expository texts) to support effective instruction in these areas.
- 7.5 **Comprehension strategies.** The beginning teacher is able to model and explicitly teach a range of strategies students can use to clarify the meaning of text (e.g., self-monitoring, rereading, note taking, outlining, summarizing, mapping, using learning logs). The teacher knows how to select materials and create opportunities for guided and independent practice using comprehension strategies.

CONTENT AREA 8: LITERARY RESPONSE AND ANALYSIS

Literary response and analysis refer to a process in which students extend their understanding and appreciation of significant literary works representing a wide range of genres, perspectives, eras, and cultures. Literature provides readers with unique opportunities to reflect on their own experiences, investigate further ranges of human experience, gain access to unfamiliar worlds, and develop their own imaginative capacities. Students who are fully engaged in literature find a rich medium in which to explore language. Teachers need to provide explicit instruction and guided practice in responding to literature and analyzing literary text structures and elements.

- 8.1 **Assessing literary response and analysis.** The beginning teacher is able to assess students' responses to literature (e.g., making personal connections, analyzing text, providing evidence from text to support their responses) and use that information to plan appropriate instruction in these areas.
- 8.2 **Responding to literature.** The beginning teacher is able to select literature from a range of eras, perspectives, and cultures and provides students with frequent opportunities to listen to and read with-quality literature for different purposes. The teacher knows

how to use a range of instructional approaches and activities for helping students apply comprehension strategies when reading literature and for developing students' responses to literature (e.g., using guided reading, reading logs, and discussions about literature; encouraging students to connect elements in a text to other sources, including other texts, their experiences, and their background knowledge).

- 8.3 **Literary analysis.** The beginning teacher knows and can teach elements of literary analysis and criticism (e.g., describing and analyzing story elements, recognizing features of different literary genres, determining mood and theme, analyzing the use of figurative language, analyzing ways in which a literary work reflects the traditions and perspectives of a particular people or time period). The teacher is able to select literature that provides clear examples of these elements and that matches students' instructional needs and reading interests.

CONTENT AREA 9: CONTENT-AREA LITERACY

Content-area literacy refers to the ability to learn through reading. Learning in all content areas is supported by strong reading comprehension strategies and study skills. Students need to know how to apply a variety of reading comprehension strategies to different types of texts, analyze the structures and features of expository (informational) text, and select and vary their reading strategies for different texts and purposes. Teachers need to model and provide explicit instruction in these skills and strategies and provide students with frequent opportunities for guided and independent practice using them.

- 9.1 **Assessing content-area literacy.** The beginning teacher is able to assess students' comprehension in content-area reading and use that information to provide effective instruction.
- 9.2 **Different types of texts and purposes for reading.** The beginning teacher knows and is able to teach students about different types and functions of text and the skills and strategies required for reading and comprehending different types of text. The teacher is able to select texts that provide clear examples of common text structures (i.e., cause/effect, comparison/contrast, problem/solution) and knows how to model and explicitly teach students to use text structures to improve their comprehension and memory of expository texts. The teacher is able to model and teach reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading).
- 9.3 **Study skills.** The beginning teacher is able to model and explicitly teach study skills for locating and retrieving information from reference materials and content-area texts, for retaining and using information, and for test taking.

CONTENT AREA 10: STUDENT INDEPENDENT READING

Independent reading plays a critical role in promoting students' familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas, and motivating further reading for information and pleasure. Independent reading improves reading performance. To become effective readers, students should be encouraged to read as frequently, broadly, and thoughtfully as possible. Teachers need to understand the importance of independent reading and know how to encourage and guide students in their independent reading.

- 10.1 **Encouraging independent reading.** The beginning teacher is able to determine each student's reading interest and preferences, survey the quantity of students' reading, consider each student's independent reading level, and use that information to promote extensive independent reading. The teacher promotes student reading that extends beyond the core curriculum by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The teacher knows how to guide students in selecting independent reading materials and how to motivate students to read independently by regularly reading aloud to students from high-quality texts, providing access to a variety of reading materials, and suggesting texts that match student interests.
- 10.2 **Supporting at-home reading.** The beginning teacher is able to use a variety of strategies to motivate students to read at home. The teacher encourages and provides support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home. The teacher is able to select and organize, for various purposes, a range of reading materials at different levels in English and, when available, in the primary language(s) of the students in the classroom.

DOMAIN IV: SUPPORTING READING THROUGH ORAL AND WRITTEN LANGUAGE DEVELOPMENT

CONTENT AREA 11: RELATIONSHIPS AMONG READING, WRITING, AND ORAL LANGUAGE

An effective, comprehensive language arts program increases students' language facility through relevant daily opportunities to relate listening, speaking, reading, and writing. Reading is supported by effective writing, listening, and speaking instruction, and the goal of language arts instruction is to fully develop students' communication skills. Students must be able to connect reading, writing, listening, and speaking tasks to their experiences, intentions, and purposes. Teachers need to be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency.

- 11.1 **Assessing oral and written language.** The beginning teacher is able to informally assess students' oral and written language and use that information when planning reading instruction.
- 11.2 **Oral language development.** The beginning teacher knows how to provide formal and informal oral language opportunities across the curriculum that enhance students' development as readers (e.g., through language play, group discussions, questioning, and sharing information). The teacher helps students make connections between their oral language and reading and writing.
- 11.3 **Written language development.** The beginning teacher is able to provide purposeful writing opportunities across the curriculum to enhance students' reading development. The teacher explicitly teaches the transfer of skills from oral language to written language.

The teacher provides instruction in which reading, writing, and oral language are interrelated.

- 11.4 **Supporting English language learners.** The beginning teacher is able to interrelate the elements of language arts instruction to support the reading development of English language learners (e.g., using preview-review, visual aids, charts, real objects, word organizers, graphic organizers, and outlining). The teacher knows general ways in which the writing systems of other languages may differ from English (e.g., that not all writing systems are alphabetic, that English is less regular phonetically than some other alphabetic languages). The teacher understands factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and uses knowledge of language similarities and differences to promote transfer of language skills (e.g., through scaffolding strategies, modeling, and explicit instruction).

CONTENT AREA 12: VOCABULARY DEVELOPMENT

Vocabulary constitutes the building blocks of language. Vocabulary knowledge plays a critical role in reading comprehension, and readers learn most vocabulary through wide reading. Students need to know how to use a range of strategies, including those involving word analysis, context, and syntax, that promote reading fluency and enable independent comprehension, interpretation, and application of words contained in narrative and expository text. Upon entering school, students have a listening and speaking vocabulary that forms the foundation for vocabulary and comprehension instruction. Teachers need to build upon this foundation by providing explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.

- 12.1 **Assessing vocabulary knowledge.** The beginning teacher is able to informally assess students' vocabulary knowledge in relation to specific reading needs and texts and is able to use that information to plan appropriate vocabulary instruction.
- 12.2 **Increasing vocabulary knowledge.** The beginning teacher knows how to provide opportunities for students to increase their vocabulary by listening to and reading a variety of texts and encourages students to apply their vocabulary knowledge in new contexts. The teacher is able to select vocabulary words on the basis of appropriate criteria (e.g., words that are related to each other, words needed to comprehend a reading selection). The teacher knows how to select appropriate instructional materials (e.g., read-aloud materials that promote vocabulary development and lay the foundation for complex language structures) and is able to teach vocabulary development using a range of instructional activities (e.g., word sorts, word blanks, classification, semantic mapping).
- 12.3 **Strategies for gaining and extending meanings of words.** The beginning teacher is able to model and explicitly teach students a variety of strategies for gaining meaning from unfamiliar words, such as using word analysis (e.g., decoding, prefixes and suffixes, base words, roots), context, and syntax. The teacher knows how to select and use materials and activities that help students extend their understanding of words, including words with multiple meanings. The teacher is able to provide instruction in the use of reference materials that can help clarify the meaning of words (e.g., dictionary, thesaurus, glossary, technological sources).

CONTENT AREA 13: STRUCTURE OF THE ENGLISH LANGUAGE

Structure of the English language refers to established rules for the use of the language. Students' knowledge of the structure of English promotes their reading fluency, listening and reading comprehension, and oral and written expression. Students must be able to recognize, when listening or reading, and apply, when speaking or writing, English language conventions and structures. Teachers need a basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics) and must be able to provide instruction in these areas to enhance students' literacy skills.

- 13.1 **Assessing English language structures.** The beginning teacher is able to analyze students' oral and written language to determine their understanding and use of English language structures and conventions and knows how to use this information to plan appropriate instruction.
- 13.2 **Differences between written and oral English.** The beginning teacher is able to help students understand similarities and differences between language structures used in spoken and written English. The teacher knows how to use explicit instruction and guided practice to teach written-language structures to all students. The teacher uses a range of approaches and activities to develop students' facility in comprehending and using academic language (e.g., oral language development activities to build knowledge of academic language and familiarize students with grammatical structures they will encounter in written text).
- 13.3 **Applying knowledge of the English language to improve reading.** The beginning teacher has a basic knowledge of English syntax and semantics and is able to use this knowledge to improve students' reading competence (e.g., by teaching students to group words into meaningful phrases to increase reading fluency and comprehension, by teaching students to analyze how punctuation affects a text's meaning). The beginning teacher knows how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts. The teacher is able to help students consolidate their knowledge of English grammar and improve their reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials that provide clear examples of specific English grammatical structures and conventions.

Appendix B
The RICA Advisory Panel
Reading Instruction Competence Assessment (RICA)
Advisory Panel

California Commission on Teacher Credentialing

Member	Professional Position	Employer
Carol Adams	Miller-Unruh Reading	Lompoc Unified School

	Specialist	District, Lompoc
Kathy Allen	Classroom Teacher Grades 6-8	Palos Verdes Peninsula Unified School District, Palos Verdes Estates
Irene Boschken	Reading/Language Arts Curriculum Administrator	San Juan Unified School District, Carmichael
Owen Boyle	Professor of Elementary Education, Literacy Academy	San Jose State University
Lisbeth Ceaser	Reading Advisor; CLAD Coordinator	Cal Poly University, San Luis Obispo
Irma Cobián	Bilingual Classroom Teacher Grades 3-4	Los Angeles Unified School District, Los Angeles
Cathleen Diaz-Rubin	Associate Professor; Director of Teacher Preparation	California Lutheran University, Thousand Oaks
Elva Durán	Professor, Special Education, Rehabilitation, & School Psychology	California State University, Sacramento
Helen Faul	Classroom Teacher Grade 1	Ocean View Elementary School District, Oxnard
Monica Ford	Program Facilitator; Administrative Assistant	Ontario-Montclair School District, Ontario
Nancy Hanssen	Reading Specialist	Poway Unified School District, Poway
Karen Hayashi	Reading Specialist Coordinator	Elk Grove Unified School District, Elk Grove
Suzanne Hinkley	Classroom Teacher Grades 2-3	San Jose Unified School District, San Jose
Kimi Kinoshita	Classroom Teacher Grades K-1	Enterprise Elementary School District, Redding
Patricia Lehman	English Language Arts Coordinator	Fresno County Office of Education, Fresno
Etta Martin-Lee	Classroom Teacher Grades 4-5	San Juan Unified School District, Carmichael
Jo Polite	Principal, Baldwin Hills Community Magnet School	Los Angeles Unified School District, Los Angeles
James Richmond	Chair, Department of Professional Studies in Education	California State University, Chico
Nancy White	Assistant Clinical Professor, School of Medicine	University of San Francisco

Organizational Liaisons to the Advisory Panel

Name	Professional Position	Organization
Nancy Brownell	Director	Center for the Improvement of Reading Instruction, CSU Institute for Education Reform
Sheila Byrd	Deputy Executive Director	Commission for the Establishment of Academic Content and Performance Standards
Jan Chladek	Consultant, Reading and Mathematics Leadership and Policy	California Department of Education
Holly Covin	Assistant Executive Director, Policy Analysis	California School Boards Association

Appendix C RICA Performance Characteristics and Scoring Scales for Constructed-Response Items

Reading Instruction Competence Assessment (RICA™) Video Performance Assessment Performance Characteristics

Each Video Packet contains an Instructional Context Form, a videotaped segment of reading instruction, and a Reflection Form. The scoring of each Video Packet will be based on the complete set of evidence contained in all three parts.

<ul style="list-style-type: none"> ● PURPOSE <p>The candidate demonstrates an understanding of the relevant content and pedagogical knowledge from the specified RICA domains by fulfilling the purpose of the assessment.</p>
<ul style="list-style-type: none"> ● APPLICATION OF CONTENT <p>The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the specified RICA domains by planning, presenting, and analyzing a lesson that is based on one or more appropriate instructional objectives and that is appropriate in relation to the assessed needs of the students and the instructional setting (i.e., whole class, small group, or individual).</p>
<ul style="list-style-type: none"> ● SUPPORT <p>The candidate supports the submission with appropriate information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>

A candidate's holistic score is assigned from the RICA Video Performance Assessment scoring scale, which is based on the performance characteristics listed above.

Reading Instruction Competence Assessment (RICA) Video Performance Assessment Scoring Scale

4	<p>The "4" submission reflects a thorough understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission completely fulfills the purpose of the assessment by responding fully to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more appropriate instructional objectives, is appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides strong supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
3	<p>The "3" submission reflects an adequate understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission generally fulfills the purpose of the assessment by responding adequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more generally appropriate instructional objectives, is appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides adequate supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>

2	<p>The "2" submission reflects a limited understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission partially fulfills the purpose of the assessment by responding in a limited way to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more partially appropriate instructional objectives, is partially appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a limited and generally ineffective application, which may include significant inaccuracies, of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides limited supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
1	<p>The "1" submission reflects little or no understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission fails to fulfill the purpose of the assessment by responding inadequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more inappropriate instructional objectives, is inappropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides little or no supporting information, explanations, or rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
RNM	<p>Requirements Not Met (i.e., the requirements listed in the RICA Video Performance Assessment Procedures Manual were not met).</p>

Reading Instruction Competence Assessment (RICA)
Case Study
and
Focused Educational Problems and Instructional Tasks
Performance Characteristics

<ul style="list-style-type: none"> ● PURPOSE <p>The candidate demonstrates an understanding of the relevant content and pedagogical knowledge from the applicable RICA domains(s) by fulfilling the purpose of the assignment.</p>
<ul style="list-style-type: none"> ● APPLICATION OF CONTENT <p>The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the applicable RICA domains(s).</p>
<ul style="list-style-type: none"> ● SUPPORT <p>The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domain(s).</p>

Reading Instruction Competence Assessment (RICA)
Case Study Scoring Scale

<p style="font-size: 2em;">4</p>
<p>The "4" response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.</p> <p>The response completely fulfills the purpose of the assignment by responding fully to the given task.</p> <p>The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.</p> <p>The response provides strong supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.</p>

3

The "3" response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response generally fulfills the purpose of the assignment by responding adequately to the given task.

The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

2

The "2" response reflects a limited understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.

The response demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies.

The response provides limited supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

1

The "1" response reflects little or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response fails to fulfill the purpose of the assignment by responding inadequately to the given task.

The response demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides little or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

U

The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not of sufficient length to score, or off task.

B

The written response is blank.

Reading Instruction Competence Assessment (RICA) Focused Educational Problems and Instructional Tasks Scoring Scale

3

The "3" response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response provides strong supporting examples, evidence, and rationales based on the relevant

content and pedagogical knowledge from the applicable RICA domain.
2
The "2" response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.
The response generally fulfills the purpose of the assignment by responding adequately to the given task.
The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domain.
The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domain.
1
The "1" response reflects limited or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.
The response partially fulfills or fails to fulfill the purpose of the assignment by responding in a limited way or inadequately to the given task.
The response demonstrates a limited and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domain and may contain significant inaccuracies.
The response provides limited or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domain.
U
The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not of sufficient length to score, or off task.
B
The written response is blank.

Correction Notice

Commission Letterhead



OFFICE OF THE EXECUTIVE DIRECTOR
(916) 445-0184

DATE: March 9, 1999

TO: Commissioners and Commission Agenda Subscribers

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

SUBJECT: Correction to PERF-3 (March 1999 Agenda): 1998 RICA Written Examination Cumulative Passing Rates by Preparation Program

This letter is to inform you of an error in a recent Commission agenda report.

The Commission's March 3-4, 1999, agenda included a report entitled "Reading Instruction Competence Assessment (RICA): Results of the 1998 Administrations" (PERF-3). The report contains a table entitled "1998 RICA Written Examination Cumulative Passing Rates by Preparation Program" (Table 5 on pages 43-45) and the following description of a process by which the data in Table 5 were to have been generated (pages 39 and 42):

When candidates register to take the RICA Written Examination, they are asked about their preparation for

reading instruction. Two options (among others) available for candidates to select are:

I will have completed a course in methods of reading instruction at an accredited college or university.

I will have completed instruction in methods of teaching reading in a district internship program.

Candidates who select either one of these responses are asked to indicate where they completed, or will have completed prior to taking the RICA, the instruction or course in methods of reading instruction. Candidates identify their preparation program from a list of all California public and private colleges and universities with Commission-accredited Multiple Subject Teaching Credential programs and California district internship programs.

To help ensure the validity of the information, NES [National Evaluation Systems, Inc., the Commission's RICA contractor] provides each preparation program an opportunity to verify the list of candidates who indicate they have completed the coursework or instruction at that institution. Rosters are mailed to programs, and program staff are encouraged to review the list and inform NES if any of the candidates are inappropriately identified with the program. NES removes these candidates from the rosters.

After preparing the report, but before presenting it orally at the Commission meeting on March 4, staff obtained information suggesting that the data in Table 5 did not reflect the verification process described above. During the Commission meeting, staff notified the Commission that there were questions about the data, and indicated that the data would be reviewed as soon as possible. The Commission directed staff to send a letter to all those who received the report alerting them about the situation.

Following the Commission meeting, staff learned from NES that the final step in the verification process described above had not taken place. That is, NES did not remove any candidates from the data file as a result of the verification process. This means that the data in Table 5 of the report are based on the self-reporting of candidates, without verification by programs.

Staff will obtain from NES cumulative passing rates that reflect the verification process before the end of this month. Staff will prepare a new Table 5 at that time and mail it to Commissioners and all subscribers of the Commission's agenda. **(Note: Table 5 as shown in this agenda item has now been corrected).** No other data in the report were effected.

I apologize for any inconvenience this may have caused. If you have any questions about this information, please call Dr. Bob Carlson, Administrator of the Examinations and Research Unit, (916) 327-8663.



[Back to the Top](#) |
[Back to March 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |

