

# Agenda

California  
Commission on  
Teacher Credentialing

May 5-6, 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, May 5, 1999

### Commission Office

1. Executive Committee **11:30 a.m.**
  - EXEC-1 Approval of March 3, 1999 Executive Committee Minutes
  - EXEC-2 Review of Applications for Appointment to the Committee of Credentials
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 Reconsideration of Waiver Denials
  - A&W-3 Waivers: Consent Calendar
  - A&W-4 Waivers: Conditions Calendar
  - A&W-5 Waivers: Denials Calendar

## THURSDAY, May 6, 1999

### Commission Office

1. General Session (Chair Norton) **8:00 a.m.**
  - GS-1 Roll Call
  - GS-2 Pledge of Allegiance
  - GS-3 Approval of the April 1999 Minutes
  - GS-4 Approval of the May Agenda
  - GS-5 Approval of the May 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 Status of Bills of Interest to the Commission
  -  LEG-2 Analysis of Bills of Interest to the Commission
3. Preparation Standards Committee of the Whole (Committee Chair Sutro)
  -  PREP-1 Approval of Subject Matter Programs

	<b>PREP-2</b>	Recommended Institutional Accreditation of an Additional Regionally-Accredited Institution Pursuant to AB 2730 and The Accreditation Framework
	<b>PREP-3</b>	Third Progress Report and Additional Recommendations Regarding Implementation of AB 1620 (Scott)
<b>4. Credentials and Certificated Assignments Committee of the Whole (Comittee Chair Dauterive)</b>		
	<b>C&amp;CA-1</b>	The Impact of AB 544 Related to Credentialed Teachers in Charter Schools
	<b>C&amp;CA-2</b>	Report on the 1997-98 Annual Report: Emergency Permits and Credential Waivers <b>Note: Large file...Please allow sufficient time for downloading.</b> <b>Appendix b CORRECTED as of May 3, 1999</b>
<b>5.</b>	<b>Day of the Teacher Celebration</b>	<b>1:00 p.m.</b>
<b>6.</b>	<b>Public Hearing</b>	<b>2:00 p.m.</b>
	<b>PUB-1</b>	Proposed Title 5 Regulations Section 80071 Related to the Examination Score Validity
<b>7. Performance Standards Committee of the Whole (Committee Chair Katzman)</b>		
	<b>PERF-1</b>	Final Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science: December 1995 -- June 1998 <b>Note: Large file...Please allow sufficient time for downloading.</b>
	<b>PERF-2</b>	Recommended Revisions to the Knowledge and Skill Areas Assessed on the Clad Exams, and Recommended Amendments to the CLAD/BCLAD Test Administration and Development Contract
<b>8. Fiscal Planning and Policy Committee of the Whole (Committee Chair Veneman)</b>		
	<b>FPPC-1</b>	Update on the 1999 - 2000 Governor's Budget
	<b>FPPC-2</b>	Third Quarter Report of Revenues and Expenditures for Fiscal Year 1998-99
<b>9. Reconvene General Session (Chair Norton)</b>		
	<b>GS-10</b>	Report of the Appeals and Waivers Committee
	<b>GS-11</b>	Report of the Executive Committee
	<b>GS-12</b>	Report of Closed Session Items
	<b>GS-13</b>	Commissioners Reports
	<b>GS-14</b>	Audience Presentations
	<b>GS-15</b>	Old Business •Quarterly Agenda for May, June & July 1999
	<b>GS-16</b>	New Business
	<b>GS-17</b>	Adjournment

**NEXT MEETING**  
**June 1-3, 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:** May 5-6, 1999

**Agenda Item Number:** LEG-1

**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  
April 22, 1999**

**CCTC-Sponsored Bills**

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 309 - Mazzoni Would increase the cap on per intern expenditures in the alternative certification program	<b>Sponsor (3/99)</b>	Assembly Appropriations Suspense File
AB 457 - Scott Would add internet-based sex offenses to the list of specified mandatory revocation offenses	<b>Sponsor (3/99)</b>	Assembly Appropriations Committee
AB 466 - Mazzoni Omnibus clean-up bill	<b>Sponsor (3/99)</b>	Assembly Appropriations Committee
AB 471 - Scott Would require CCTC to report to the Legislature and the Governor on numbers of teachers who received credentials, internships and emergency permits	<b>Sponsor (3/99)</b>	Assembly Appropriations Committee
AB 1067 - Margett Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	<b>Sponsor (4/99)</b>	Assembly Appropriations Committee
AB 1282 - Jackson Would require CCTC to make improvements needed to enhance CBEST	<b>Sponsor (4/99)</b>	Assembly Appropriations Committee

**SENATE BILLS OF INTEREST TO CCTC**

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
SB 151 - Haynes Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99) <b>Oppose Unless Amended (4/99)</b>	Senate Appropriations Committee

**SENATE BILLS OF INTEREST TO CCTC (continued)**

<b>Bill Number - Author Subject</b>	Previous and <b>Current CCTC Position</b> (date adopted)	<b>Status</b>
SB 237 - Karnette Would require that a person may not qualify for an Administrative Services Credential unless he or she has ten years or teaching experience	<b>Oppose (3/99)</b>	Senate Education Committee
SB 395 - Hughes Would remove the sunset date on SDAIE staff development training	<b>Seek Amendments (4/99)</b>	Senate Appropriations Committee
SB 472 - Poochigian Would establish a three year pilot program to provide grants to school districts using a mathematics specialist to teach mathematics aligned to the statewide content standards in grades 4, 5, and 6	<b>Support (4/99)</b>	Senate Appropriations Committee
SB 489 - Solis Would make findings and declarations related to educational paraprofessionals	<b>Watch (4/99)</b>	Senate Education Committee
SB 573 - Alarcon Would create a telecommunications-based pilot project in LA county for the purpose of providing support for BTSA or pre-intern teachers in hard to staff schools	<b>Watch (4/99)</b>	Senate Appropriations Committee
SB 624 - Schiff States legislative intent to enact legislation to provide funding for publishing and distributing prekindergarten reading and development guidelines and training child care providers to use the guidelines	<b>Watch (4/99)</b>	Senate Health and Human Services Committee
SB 883 - Haynes Would require CCTC to monitor the performance of graduates of various IHEs that provide educator preparation and would authorize CCTC to take administrative action against specified IHEs	<b>Oppose (4/99)</b>	Senate Education Committee
SB 1061 - Schiff ould waive the credential application fee for first-time specified credential applicants	<b>Support (4/99)</b>	Senate Appropriations Committee

**SENATE BILLS OF INTEREST TO CCTC (continued)**

<b>Bill Number - Author Subject</b>	Previous and <b>Current CCTC Position</b> (date adopted)	<b>Status</b>
SB 1076 - Vasconcellos Makes findings and declarations related to teacher preparation and credentialing and expresses legislative intent to enact legislation to redesign teacher preparation and credentialing to teach teachers both the process of teaching and the information the teacher is responsible for their pupils learning	<b>Watch (4/99)</b>	Senate Education Committee
SB 1262 - O'Connell/Karnette Would authorize governing school boards or county superintendents to increase the lowest salary on the salary schedule for a certificated employee meeting certain criteria	<b>Support (4/99)</b>	Senate Appropriations Committee
SB 1309 - Baca Would require CCTC to regularly notify school districts about laws governing assignment of individuals when certificated teachers are not available	<b>Oppose (4/99)</b>	Senate Appropriations Committee

**ASSEMBLY BILLS OF INTEREST TO CCTC**

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
AB 1X - Villaraigosa and Strom-Martin Would establish the Peer Assistance and Review Program for Teachers	<b>Seek Amendments (2/99)</b> CTC amendments adopted	Signed by the Governor
AB 2X - Mazzoni and Cunneen Would establish various programs related to reading and teacher recruitment	Support (2/99) <b>Seek Amendments (3/99)</b> CTC amendments adopted	Signed by the Governor
AB 6 - Calderon Establishes the California Teacher Academy Program	<b>Seek Amendments (2/99)</b>	Assembly Higher Education Committee
AB 17X - Bates Would delete option for local development by IHEs of a teaching performance assessment and require CCTC to administer the assessment	<b>Oppose (2/99)</b>	Dropped by the author

**ASSEMBLY BILLS OF INTEREST TO CCTC (continued)**

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
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	<b>Oppose Unless Amended (2/99)</b>	Dropped by the authors
AB 25X - Baldwin Would make changes to statutes governing the demonstration of subject matter competence	<b>Oppose (2/99)</b>	Dropped by the author
AB 27X - Leach Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) CTC amendments adopted <b>Watch (3/99)</b>	Signed by the Governor
AB 28X - Leach Would make changes to statutes governing the accreditation framework	<b>Oppose (2/99)</b>	Held in Assembly Education Committee
AB 31 - Reyes Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	<b>Support (2/99)</b>	Assembly Appropriations Committee
AB 108 - Mazzoni Subject Matter Projects	<b>Support (2/99)</b>	Senate Rules
AB 192 - Scott Would create the California Teacher Cadet Program	<b>Support (3/99)</b>	Assembly Appropriations Committee
AB 578 - Honda Would require CCTC, in consultation with SPI and IHEs to develop standards to assure that future teachers will be prepared to recognize and appropriately respond to victimized children in classrooms	<b>Watch (4/99)</b>	Assembly Appropriations Committee
AB 707 - House Would set forth requirements for a services credential with a specialization in school	<b>Seek Amendments</b>	Assembly Appropriations

psychology		Committee
AB 752 - Davis Would create two new single subject teaching credentials in dance and in theatre	<b>Watch (4/99)</b>	Assembly Appropriations Committee

**ASSEMBLY BILLS OF INTEREST TO CCTC (continued)**

<b>Bill Number - Author Subject</b>	<b>Previous and Current CCTC Position (date adopted)</b>	<b>Status</b>
AB 770 - Honda Would create a Middle Grades Certificate Program	<b>Seek Amendments (4/99)</b>	Assembly Appropriations Committee
AB 908 - Alquist Would require CCTC to adopt or revise standards to address gender equity	<b>Seek Amendments (4/99)</b>	Assembly Appropriations Committee
AB 949 - Wiggins Would allow holders of services credentials to be included in the definition of teacher for the purposes of participating in the APLE program, the California Mentor Teacher Program, and the BCLAD Certificate	<b>Oppose Unless Amended (4/99)</b>	Assembly Education Committee
AB 961 - Steinberg Would create the Challenged School Teacher Attraction and Retention Act of 1999	<b>Support (4/99)</b>	Assembly Appropriations Committee
AB 1006 - Ducheny States legislative intent to establish a two-year pilot project to provide peer support and mentoring for school counselors	<b>Support (4/99)</b>	Assembly Education Committee
AB 1059 - Ducheny Would make various provisions in law related to CLAD training	<b>Seek Amendments (4/99)</b>	Assembly Appropriations Committee
AB 1242 - Lempert Would require CCTC to issue a California Professional Credential to persons meeting certain requirements	<b>Seek Amendments (4/99)</b>	Assembly Appropriations Committee
AB 1294 - Firebaugh States legislative intent to expand, strengthen, and augment current teacher training programs that provide career ladder opportunities, opportunities for teachers to upgrade their skills, and intern opportunities	<b>Watch (4/99)</b>	Assembly Education Committee
AB 1296 - Firebaugh States legislative intent to: (1) define hard to staff schools, (2) ensure these schools receive BTSAs funding, and (3) require school districts to establish mechanisms to attract and retain teachers to hard to staff schools	<b>Watch (4/99)</b>	Assembly Education Committee



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





## California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** LEG-2

**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

<b>Bill Number:</b>	Senate Bill 573
<b>Author(s):</b>	Senator Richard Alarcon
<b>Sponsor(s):</b>	Los Angeles County Office of Education
<b>Subject of Bill:</b>	Pilot Project for Hard to Staff Schools
<b>Date Introduced:</b>	February 23, 1999
<b>Amendments:</b>	April 5, 1999
<b>Status in Leg. Process:</b>	Senate Education Committee

**Current CCTC Position:** None  
**Recommended Position:** Support if Amended  
**Date of Analysis:** April 19, 1999  
**Analyst(s):** Maureen McMurray

### Summary of Current Law

Current law establishes the California Pre-Internship Teaching Program which provides mentoring and support for Pre-Interns so that they may meet subject matter competence requirements and transition to an approved teaching internship program or an approved university teaching credential program.

Existing law establishes the Beginning Teacher Support and Assessment System (BTSA) which provides support, assistance, continued preparation in and assessment for first and second year teachers.

### Summary of Current Activity by the Commission

Currently the California Commission on Teacher Credentialing (CCTC) administers the Pre-Internship Teaching Program. There are eighteen sponsoring districts. The existing effort is only open to multiple subject credential candidates.

Currently the CCTC jointly administers the BTSA program with the California Department of Education (CDE) through the BTSA Taskforce. There are 113 local BTSA programs that receive state funding; of those eighty four are fully operational.

### Analysis of Bill Provisions

This bill establishes the Telecommunications-Based Professional Development Pilot Project for Teachers in Hard to Staff Schools. This bill would require the Los Angeles County Office of Education to design and implement a one-year telecommunications-based pilot project for the purpose of providing an intensive professional development growth program for teachers in hard to staff schools. The pilot project will demonstrate the effectiveness of using an interactive, online, telecommunications-based learning model that supports the professional development component of BTSA and the California Pre-Internship Teaching Program.

The pilot project will use the telecommunications-based distance learning satellites to demonstrate promising practices and overcome time and space barriers, and videoconferencing to provide for interactive group work and materials sharing.

Elementary teachers who are in their first or second year of teaching and are employed in a hard-to-staff school, and are eligible to participate in BTSA or the California Pre-Internship Teaching Program, are eligible to apply to participate in the pilot project. Participants will receive academic credit.

The Los Angeles County Office of Education in partnership with the California State University system will develop the professional development content which will be aligned with the California Standards for the Teaching Profession. The California State University in conjunction with the Los Angeles County Office of Education will design and conduct an extensive evaluation of the project to determine the extent to which the project:

1. helped to retain participants in the teaching profession;
2. reduced costs of providing professional development to new teachers assigned to hard to staff schools;
3. improved classroom management skills of new teachers; and
4. improved pupil learning.

This measure defines a "hard-to-staff school" as one which has 20 percent of the teachers who are serving on an internship certificate, emergency permit or credential waiver, or who have served less than two years.

This measure would remain in effect until January 1, 2002. This measure would appropriate \$1.6 million dollars from the General Fund to the Superintendent of Public Instruction for allocation to the Los Angeles County Office of Education to implement this project.

### Analysis of Fiscal Impact of Bill

This measure will have no fiscal impact on the Commission.

### 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.**
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.**

## **Organizational Positions on the Bill**

Unknown at this time.

## **Suggested Amendments**

Staff suggests that language be added that allows representatives from the California Department of Education and the California Commission on Teacher Credentialing to serve on an advisory board or panel, to insure that the professional development units can be used by BTSA and California Pre-Intern participants.

## **Reason for Suggested Position**

California is experiencing a shortage of fully prepared teachers. Programs that provide support, assistance and training, such as internships and BTSA, have a high teacher retention rate. This program could offer participants in remote areas access to the professional development component of the BTSA and Pre-Internship programs.

For the 1996-97 year the CCTC issued 24,051 emergency permits; of those 11,384 were issued to Los Angeles county. Therefore, Los Angeles would be a good place to conduct the pilot study because of the large number of emergency permit holders it employs. Studies have shown that underprepared teachers such as those on emergency permits need support and guidance in order to achieve success in the classroom. Individuals serving on emergency permits who do not receive support services tend to leave the field after the first or second year of teaching. This pilot project could help to retain such teachers.

---

# **Bill Analysis**

## **California Commission on Teacher Credentialing**

<b>Bill Number:</b>	<b>Assembly Bill 899</b>
<b>Author(s):</b>	<b>Assemblymember Elaine Alquist</b>
<b>Sponsor(s):</b>	<b>Assemblymember Elaine Alquist</b>
<b>Subject of Bill:</b>	<b>Middle School Grades-Math and Science</b>
<b>Date Introduced:</b>	<b>February 25, 1999</b>
<b>Last Amended:</b>	<b>April 21, 1999</b>
<b>Status in Leg. Process:</b>	<b>Assembly Appropriations Committee</b>
<b>Current CCTC Position:</b>	<b>None</b>
<b>Recommended Position:</b>	<b>Support</b>
<b>Date of Analysis:</b>	<b>April 22, 1999</b>
<b>Analyst(s):</b>	<b>Rod Santiago</b>

## **Summary of Current Law**

Current law allows a credentialed teacher to be assigned, with his or her consent, to teach any single subject class in which he or she has 18 semester units or 9 upper division semester units of coursework.

Current law also allows the holder of a single subject teaching credential or a standard secondary teaching credential, with his or her consent, to be assigned to teach grades 5 to 8, inclusive, in a middle school if he or she has a minimum of 12 semester units, or six upper division units or coursework in the subject to be taught.

Current law also authorizes the holder of a multiple subject teaching credential, by resolution of the governing board of a school district, to teach any subject in departmentalized classes below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division units of coursework in each subject to be taught. This authorization must be with the teacher's consent.

Current law also allows the holder of a multiple subject teaching credential to teach in any of grades 5 to 8, inclusive, in a middle school provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils.

## **Analysis of Bill Provisions**

Assembly 899 would specify that on and after July 1, 2003, an individual may not be initially assigned to teach mathematics or science in a middle school grade unless the teacher possesses either a single subject credential in the field of instruction or a

supplementary authorization in the subject matter to be taught.

AB 899 would further require that a person may not be initially assigned to teach a core course in which either course is mathematics or science unless the teacher possesses either a single subject credential in the field of instruction or a supplementary authorization in the subject matter to be taught.

### **Analysis of Fiscal Impact of Bill**

This bill would have no fiscal impact on the Commission.

### **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.**

### **Reason for Suggested Position**

Last year the Commission sponsored Assembly Bill 496 (Lempert, Chapter 545, Statutes of 1998). AB 496 established the California Mathematics Initiative for Teaching for the purpose of increasing the number of teachers who are competent and certificated to teach mathematics in schools.

AB 496 also requires that the Student Aid Commission, as part of the Assumption Program of Loans for Educators (APLE), annually distribute a minimum of 2,000 awards to applicants who agree to obtain a teaching credential in mathematics or science.

Research has shown a direct correlation between the preparation of a teacher and the academic success of her/his students. AB 899 would close some loopholes that allow teachers without minimum standards of academic preparation to teach in the critical areas of mathematics and science. Staff is recommending a position of **SUPPORT**.



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





# California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** PREP-1

**Committee:** Preparation Standards

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

✓ Action

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

---

## Approval of Subject Matter Preparation Programs by Colleges and Universities Professional Services Division

April 10, 1999

### Executive Summary

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

### Fiscal Impact Summary

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

### Recommendation

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

### Background

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

#### A. Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

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

#### Recommendation

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

Social Science

- Mount Saint Mary's College

#### B. Summary Information on Elementary Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation program, the institution has responded fully to the Commission's standards and

preconditions for subject matter preparation for Multiple Subject Teaching Credentials. The program has been reviewed thoroughly by the Commission's Elementary Subject Matter Program Review Panel, and have met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

### **Recommendation**

That the Commission approve the following program of elementary subject matter preparation for Multiple Subject Teaching Credentials.

Child and Adolescent Development

- San Francisco State University
- 



[Back to the Top](#) |

[Back to May 1999 Agenda](#) |

[Return to "Agenda Archives"](#) |

[Return to "About CTC"](#) |





# California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** PREP-2

**Committee:** Preparation Standards

**Title:** Recommended Institutional Eligibility of a Regionally-Accredited Institution Pursuant to AB 2730 and the Accreditation Framework

✓ Action

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

## Summary of an Agenda Report

### Recommended Institutional Eligibility of a Regionally-Accredited Institution Pursuant to AB 2730 and the Accreditation Framework

Office of Policy and Programs  
April 21, 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 March 4, 1999, the Commission determined that two regionally-accredited institutions in other states are eligible for credential program accreditation by the Committee on Accreditation. On April 15, the Commission determined the eligibility of a third regionally-accredited institution from another state. Meanwhile, on April 6, 1999, the Executive Director received an application to participate in the Accreditation Pilot Project from a fourth regionally-accredited institution that is headquartered outside of California: City University of Renton, Washington. This agenda report summarizes the relevant requirements of law and Commission policy related to the application from this university. The report also provides descriptive information about the institution, and describes the review of its application for eligibility under Assembly Bill 2730.

#### 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 three-year Accreditation Pilot Project, the Commission will have opportunities to resolve significant policy issues.

#### Fiscal Impact Statement

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

#### 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

### **Recommendation**

That the Commission grant the Pre-Application submitted by City University, making City University eligible to offer programs of professional preparation for the Multiple Subject Teaching Credential and the Multiple Subject Teaching Credential with CLAD Emphasis at an instructional site in the Los Angeles area during the term of the Accreditation Pilot Project (1999-2002), subject to the initial accreditation of specific credential preparation program proposals by the Committee on Accreditation.

### **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 the recommendation to grant institutional eligibility to a regionally-accredited institution of postsecondary education that (1) is located outside of California and (2) 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.

One month ago the Commission considered a similar report regarding an out-of-state institution that was regionally accredited by an accrediting body other than the Western Association of Schools and Colleges. As noted below, the present report includes information that was presented previously and is repeated here for the sake of completeness in this month's agenda.

---

## **Part One: Background Information**

Part One appeared before the Commission one month ago, and is repeated here because it serves as a significant basis for the current recommendation in the agenda.

### **Relevant Provisions of California State Law**

The Education Code gives the Commission authority and responsibility to "rule on the eligibility" 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.

### **Relevant Provisions of California State Law (Continued)**

Prior to 1998, the Education Code required California institutions to be regionally accredited by the Western Association of Schools and Colleges (WASC) in order to be considered by the Commission for the approval of credential programs. Additionally, Education Code Section 44227 (b) required out-of-state institutions to (1) be regionally accredited in their home regions and (2) receive a "satisfactory evaluation" from WASC. These requirements of law remains in effect today. In 1998, however, lawmakers enacted Assembly Bill 2730, 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 an institution to offer credential programs "when the applying institution has not previously prepared educators for state certification in California." During a three-year accreditation pilot project, the Commission must grant eligibility to three, four, five or six regionally-accredited institutions that (1) are located outside of California, (2) apply for that eligibility, and (3) meet all laws, policies and procedures established by the Commission. Once the Commission determines that an institution is eligible, 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 recommendation to the Commission are based on an eligibility 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 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 this plan, the staff has invited institutions to participate in the pilot project. This invitation included, but was 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 a *Pre-Application to Participate in the Accreditation Pilot Project*, and is consistent with the Commission's adopted plan to implement AB 2730.

### **Review of A Pre-Application to Participate in the Accreditation Pilot Project**

On April 6, 1999, the Executive Director of the Commission, Dr. Sam W. Swofford, received a *Pre-Application to Participate in the Accreditation Pilot Project* from Interim President Viola Tasler of City University, located in Renton, Washington.

Since April 6, the *Pre-Application* submitted by City University was subjected to thorough review and analysis according to the applicable laws of California and the policies and procedures of the Commission. Part Two of this report summarizes the analytical findings of the review.

---

## **Part Two: Recommended Eligibility for Accreditation of City University of Renton, Washington**

City University has applied to the Commission for eligibility to seek the accreditation of professional preparation programs for the following credentials:

- Multiple Subject Teaching Credential (without emphasis), and
- Multiple Subject Teaching Credential with a Crosscultural Language and Academic Development (CLAD) Emphasis.

In California, the University would like to offer these programs at an instructional site in the Los Angeles area beginning in the fall of 1999. This part of the report provides factual information related to the staff recommendation that the Commission grant accreditation eligibility to City University.

### **City University: Regional Accreditation**

City University is regionally accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges, one of the nation's six regional accrediting bodies. For the northwestern region of the United States, the Northwest Association of Schools and Colleges (NASC) is the regional accrediting body that is counterpart to the Western Association of Schools and Colleges (WASC) in California. The following information was provided by NASC.

Regional accreditation of City University by NASC has been in effect continuously since 1978. The University is accredited by NASC at the associate, baccalaureate, and master's degree levels. The accrediting body's most recent comprehensive evaluation occurred in 1990, which included all of City University's programs and led NASC to reaffirm the University's accredited status. The University also completed a "fifth-year interim visit" by NASC in 1995. The next comprehensive evaluation by NASC is regularly scheduled to occur in 2000.

NASC recently approved on a conditional basis the authority of City University to offer a Master of Education degree program in the Los Angeles area. This added to the University's previous approvals by NASC to offer programs for the Bachelor of Science in Business and the Master of Business Administration, both in the San Jose area of California.

The regional accreditation of City University has *no stipulations* established by the Northwest Association of Schools and Colleges. The regional accrediting body has established no restrictions on the capacity or authority of the institution to develop and offer new academic programs in California.

### **City University: State Agency Approval**

In addition to regional accreditation, City University is also approved (licensed) by the State of California to offer degree programs in California, as required by law.

The California Bureau for Private Postsecondary and Vocational Education, a unit of the State Department of Consumer Affairs, has issued an updated certificate of Institutional Approval for City University to provide the following degree programs in San Jose: Bachelor of Science in Business Administration, Masters of Business Administration; and Masters of Business Administration in Financial Management. According to the BPPVE Certificate, the effective dates of approval for these degree programs extends from December 30, 1995 until December 31, 1999. City University is required to submit an application for re-approval by the BPPVE no later than October 1, 1999.

The BPPVE has not established any stipulations that limit the authority of City University to offer professional credential programs at instructional sites in the Los Angeles area.

### **City University: 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.

City University is a private, independent, not-for-profit, nontraditional university that offers associate degrees, bachelors degrees and masters degrees. The annual enrollment at City University is more than 14,000 students, about 4,000 of whom study primarily through Distance Learning.

City University is the largest private university in the State of Washington and has the largest Master of Education degree program in Washington. In the number of Master of Business Administration (MBA) degrees awarded annually, the University is among the largest ten institutions nationwide.

City University's central administrative offices are located in Renton, Washington. Courses are offered at multiple sites, including twelve sites in Washington. Some courses are taught inside corporations and school districts in Washington. Additionally, the University provides coursework at sites in: San Jose, California; Vancouver, British Columbia; Zurich,

Switzerland; Dresden and Frankfurt, Germany; Viborg, Denmark; Madrid, Spain; and Trecin and Bratislava, Slovakia.

The University's full-time faculty consists of approximately forty members who are housed at the University's main facility in Renton, Washington. The full-time faculty is supplemented by an Adjunct Faculty consisting of approximately 1,000 available members. Most of the Adjunct Faculty members are currently employed outside the University, which brings currency to the instruction they provide to students.

Distance Learning students may be located anywhere in the world; they represent many countries around the globe. In sites where large numbers of these students are geographically close to each other, they are given the option of working with other students to enhance the distance learning experience. The University is increasingly using electronic means for communications among students and faculty, as well as for course delivery.

City University opened in 1973 and has been accredited by the Northwest Association of Schools and Colleges since 1978. Originally the University consisted entirely of a School of Business. Subsequently the Schools of Education, Liberal Studies, and Leadership and Human Services were added. The Graduate School of Education was established in 1988. It offers the Master of Education degree as well as certification programs for teachers, principals and counselors.

The stated mission of City University is: *to offer educational programs of high quality to any person with the desire to achieve.* According to the University's Mission Statement, *City University is dedicated to making higher education more responsive and accessible by utilizing a variety of technologies and delivery formats.*

Since its establishment in 1973, City University has subscribed to four philosophical principles that serve as foundations for its mission and goals.

- (1) City University believes that education is a lifelong process and must be relevant.
- (2) City University believes that education should be affordable, accessible, and convenient for students.
- (3) City University believes that opportunity to learn should be open to anyone with the desire to achieve.
- (4) City University believes that education should be available through various technologies and delivery modes.

The Graduate School of Education embraces these principles and is committed to lead educators toward excellence in the academic knowledge and skills necessary to contribute to their profession and meet the needs of the students and communities they serve. In the State of Washington, the mission of the Master in Teaching Program is to prepare credential candidates who effectively translate the knowledge base of teaching into successful practice as reflective teachers.

This concludes the presentation of information that was provided to this agency by City University.

### **Recommended Eligibility of City University for Professional Accreditation**

City University has applied to the Commission for eligibility to be accredited to offer programs of professional preparation for the Multiple Subject Teaching Credential and the Multiple Subject Teaching Credential with CLAD Emphasis. If the programs are accredited, the University will include practice teaching experience (not internship teaching) in the programs.

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

City University 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 that have been established in law and by the Commission.

Additionally, City University has responded to the special requirements that the Commission established for participation in the Accreditation Pilot Project pursuant to AB 2730 (Mazzoni). The Interim President of City University, Viola Tasler, 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 Executive Director of the Commission.

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



[Back to May 1999 Agenda](#)  
| [Return to "Agenda Archives"](#) |  
| [Return to "About CTC"](#) |





## California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** PREP-3

**Committee:** Preparation Standards

**Title:** Third Progress Report and Additional Recommendations Regarding Implementation of AB 1620 (Scott)

✓ Action

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

### Summary of an Agenda Report

#### A Third Progress Report and Recommendations Regarding Implementation of AB 1620 (Scott Bill)

Professional Services Division  
April 21, 1999

##### Executive Summary &mdash; Overview

This AB 1620 agenda item provides the Commissioners with a third report regarding activities and recommendations of the AB 1620 Task Force which last met on April 19-20, 1999. At its April meeting, the Task Force reviewed standards and guidelines for eleven (11) additional states, for a total of thirty-one (31) states in the areas of preparation of special education teachers, elementary and secondary teachers and for the accreditation and program approval procedure for institutions in each state. **A set of recommendations for action by the Commission is included in this agenda item.**

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 thirty-one 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, February, March and April, 1999 to develop and implement procedures for determining comparability.

## 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 and preparation of special educators in selected states reviewed at the April 19 and 20, 1999 Task Force meeting.

### 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 and elementary and secondary teacher preparation programs in states reviewed to date:**

#### State Task Force Decision

1. Utah	<ul style="list-style-type: none"><li>• Elementary and secondary standards were found to be equivalent and comparable.</li></ul>
2. Georgia	<ul style="list-style-type: none"><li>• Elementary and secondary standards were found to be equivalent and comparable.</li></ul>
3. Maine	<ul style="list-style-type: none"><li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li><li>• Elementary and secondary standards were found to be equivalent and comparable.</li></ul>
4. Louisiana	<ul style="list-style-type: none"><li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li></ul>
5. New Mexico	<ul style="list-style-type: none"><li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li></ul>
6. Indiana	<ul style="list-style-type: none"><li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li></ul>
7. Wisconsin	<ul style="list-style-type: none"><li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li></ul>

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.

Previous Action of the Commission

At its March 3-4 and April 14-15, 1999 meetings the Commission approved the following states as having comparable standards and accreditation procedures on the recommendation of the AB 1620 Task Force.

State	Task Force Decision
1. Maryland	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• Elementary and secondary standards were found to be equivalent and comparable.</li> </ul>
2. Kentucky	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
3. Kansas	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• The special education areas of Language, Speech, and Hearing, and Audiology were found to be equivalent and comparable.</li> </ul>
4. Colorado	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• Elementary and secondary standards were found to be equivalent and comparable.</li> <li>• The special education areas of Mild to Moderate (with endorsements in moderate and affective disabilities), Moderate to Severe (with endorsements in moderate and affective or severe and affective), Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, Early Childhood Special Ed, and Orientation and Mobility were found to be comparable and equivalent for the Preliminary Level I credential.</li> <li>• The special education areas of Language, Speech and Hearing, Audiology, and Special Class Authorization were found to be equivalent and comparable for the clear credential.</li> </ul>
5. Alabama	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• The special education areas of Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, Early Childhood Special Ed were found to be equivalent and comparable for the Preliminary Level I credential.</li> <li>• The special education areas of Language, Speech and Hearing with proof of Masters Degree were found to be comparable and equivalent for the clear credential.</li> </ul>
6. Nebraska	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• Elementary and secondary standards were found to be equivalent and comparable.</li> <li>• The special education areas of Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing (pre K-12) or (K-9) or (pre K-3 and 7-12), Visual Impairments, Early Childhood Special Ed, and Speech Language Pathology (not Speech Language Technician) were found to be equivalent and comparable for the Preliminary Level 1 credential.</li> </ul>
7. Tennessee	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• Elementary and secondary standards were found to be equivalent and comparable.</li> <li>• The special education areas of Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, Early Childhood Special Ed were found to be equivalent and comparable for the Preliminary Level I credential.</li> <li>• The special education areas of Language, Speech and Hearing were found to be equivalent and comparable for the clear credential.</li> </ul>
8. Rhode Island	<ul style="list-style-type: none"> <li>• Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>• Elementary and secondary standards were found to be equivalent and comparable.</li> <li>• The special education areas of Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing, Visually Impaired, Early Childhood Ed (comparable with Early Childhood and Special Ed</li> </ul>

	<p>authorization) were found to be equivalent and comparable for the Preliminary Level 1 credential.</p> <ul style="list-style-type: none"> <li>The special education areas of Language, Speech and Hearing, and Audiology were found to be equivalent and comparable for the clear credential.</li> </ul>
9. North Carolina	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>Elementary and secondary standards were found to be equivalent and comparable.</li> </ul>
10. Washington	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> <li>Elementary and secondary standards were found to be equivalent and comparable.</li> <li>The special education areas of audiology and speech pathology were found to be comparable.</li> </ul>
11. Utah	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
12. Missouri	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
13. Montana	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
14. Illinois	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
15. Arizona	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
16. Georgia	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
17. Oregon	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>
18. Wyoming	<ul style="list-style-type: none"> <li>Accreditation-program review procedures and eight common standards were found to be equivalent and comparable.</li> </ul>

## 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. More recently the staff has also requested materials for the District of Columbia. 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 &mdash; 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, BSA 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

Examples of the various matrices used by the teams are presented in Appendix A 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 Norms/Agreed Upon Procedures**

**Norms:**

- 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, February, March and two days in April, 1999. The Task Force met Their meeting schedule for May and June of 1999 is as follows;

*May 19-20 1999 Country Suites, Ontario*

*June 9-10 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, thirty one (31) sets of other state 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.

<b>Accreditation/Common Standards Team</b>	
<i>31 States Reviewed</i>	<i>23-Comparable</i> <i>1-Need More Information</i> <i>1-Needs Further Review</i> <i>5-Decision Pending Additional Information</i> <i>1-Comparability Could Not Be Verified</i>
<b>Elementary and Secondary Standards Team</b>	

21 States Reviewed

10-Comparable  
 1-In Transition  
 9-Need More Information  
 1-Needs Further Review

10 States Yet to be Reviewed

**Special Education Standards Team**

18 States Reviewed

7-Comparable in Select Areas  
 9-Need More Information  
 2-Need Further Review

13 States Yet to be Reviewed

**AB 1620 - Reciprocity Study  
 Task Force Decisions as of April 20, 1999**

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
<b>1. Maryland</b>	UM - Elementary and Secondary Program  NCATE Standards  INTASC Standards  Professional Development School	Elementary Standards Comparable  Secondary Standards Comparable	National Council for Exceptional Children Standards	Need more information	Program Approval Manual  NCATE - Initial and Continuing  Professional Development School	Accreditation Procedures and Standards Comparable
<b>2. Kentucky</b>	NCATE  INTASC  State Standards	Need more information	Yet to be reviewed	Yet to be reviewed	NCATE  INTASC  Education Professional Standards Board	Accreditation Procedures and Standards Comparable
<b>3. Kansas</b>	NCATE Standards  State Standards for Elementary and Secondary Teachers	Need more information	Special Education Standards	Comparable in the following credential areas: Language, Speech, and Hearing, and Audiology	Accredited Institutions  NCATE Standards  Instructional Handbook for Program Approval  Accreditation	Accreditation Procedures and Standards Comparable
<b>4. Colorado</b>	Knowledge of Content and Learning  INTASC Standards	Elementary Standards Comparable  Secondary Standards Comparable	Special Education Endorsements	Comparable in the following areas for the Preliminary Level I credential: Mild to Moderate (with endorsements in moderate and affective disabilities), Moderate to Severe (with endorsements in moderate and affective or severe and affective), Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, Early Childhood Special Ed, and Orientation and Mobility.  Comparable in the following areas for the clear credential: Language, Speech and Hearing, Audiology, and Special Class Authorization	Professional Education Approval  NCATE Standards  INTASC Standards	Accreditation Procedures and Standards Comparable

<b>5. Alabama</b>	Teacher Education Standards  INTASC Standards  NCATE Standards	Need further review	Special Education	Comparable in the following areas for the Preliminary Level I credential: Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, Early Childhood Special Ed.  Comparable in the following areas for the clear credential: Language, Speech and Hearing with proof of Masters Degree.	NCATE and State Standards	Accreditation Procedures and Standards Comparable
<b>6. Nebraska</b>	Elementary Standards  Secondary Standards  NCATE Standards	Elementary Standards Comparable  Secondary Standards Comparable	Special Education Standards	Comparable in the following areas for the Preliminary Level I credential: Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing (pre K-12) or (K-9) or (pre K-3 and 7-12), Visual Impairments, Early Childhood Special Ed, and Speech Language Pathology (not Speech Language Technician).	NCATE Standards  University of Nebraska  Approved Colleges  Council On Teacher Education Policies	Accreditation Procedures and Standards Comparable
<b>7. Tennessee</b>	General Education Elementary Professional Education  General Education Secondary Professional Education  Program Approval Standards  NCATE Standards	Elementary Standards Comparable  Secondary Standards Comparable	General Education  Professional Education  Elementary  Secondary  Special Education Standards	Comparable in the following areas for the Preliminary Level I credential: Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, Early Childhood Special Ed.  Comparable in the following areas for the clear credential: Language, Speech and Hearing	Professional Education  Program Approval Standards  NCATE Standards	Accreditation Procedures and Standards Comparable
<b>8. Rhode Island</b>	Requirements for Early Childhood, Elementary  Middle School, Secondary  Beginning Teacher Standards  Commissioner's Standards  NCATE Standards	Elementary Standards Comparable  Secondary Standards Comparable	Requirements for Early Childhood Special Ed.  Elementary and Middle School Special Ed.  Secondary Special Ed., Severe and Profound  Commissioner's Standards	Comparable in the following areas for the Preliminary Level I credential: Mild to Moderate, Moderate to Severe, Deaf and Hard of Hearing, Visually Impaired, Early Childhood Ed (comparable with Early Childhood and Special Ed authorization)  Comparable in the following areas for the clear credential: Language, Speech and Hearing, and Audiology	Program Approval Standards  Commissioner's Standards for the Approval of Teacher Education Programs  NCATE Standards	Accreditation Procedures and Standards Comparable
<b>9. North Carolina</b>	Teacher Education Program  Professional Studies  Licensure for Public Schools  NCATE Standards	Elementary Standards Comparable  Secondary Standards Comparable	Teacher Education Program  Special Education Standards  Licensure for Public Schools  NCATE Standards	Need further review	Teacher Education Program  Professional Studies  Standards for the Approval of Teacher Education Institute  NCATE Standards	Accreditation Procedures and Standards Comparable
<b>10. Washington</b>	Approval Standards for Performance Board  NCATE Standards	Elementary Standards Comparable  Secondary	Approval Standards for Performance Board	Comparable in the following credential areas: Language, Speech and Hearing, and Audiology	Approval Standards for Performance Board  NCATE Standards	Accreditation Procedures and Standards Comparable

	<p>INTASC Standards</p> <p>Approved Program and Certification Guidelines</p> <p>Endorsements for Teacher Certificates</p> <p>Guidelines for Approval of Professional Education Programs</p> <p>Approved Program Directory</p>	Standards Comparable	<p>NCATE Standards</p> <p>Approved Program and Certification Guidelines</p> <p>Endorsements for Teacher Certificates</p> <p>Guidelines for Approval of Professional Education Programs</p> <p>Approved Program Directory</p>		<p>Approved Program and Certification Guidelines</p> <p>Endorsements for Teacher Certificates</p> <p>Guidelines for Approval of Professional Education Programs</p> <p>Approved Program Directory</p>	
<b>11. New Jersey</b>	<p>Standards for Teacher Education Programs</p> <p>Indicators of Compliance and Quality</p> <p>NASDTEC Standards</p>	Need more information	<p>Standards for Teacher Education Programs</p> <p>Indicators of Compliance and Quality</p> <p>NASDTEC Standards</p>	Yet to be reviewed	<p>Standards for Teacher Education Programs</p> <p>Indicators of Compliance and Quality</p> <p>NASDTEC Standards</p>	Based on the materials received, comparability cannot be verified.
<b>12. Utah</b>	<p>Teacher Education Programs</p> <p>Certification Requirements</p> <p>Certification Standards</p> <p>Utah State Core Reading - Grades 4-6</p> <p>NCATE Standards</p> <p>NASDTEC Standards</p> <p>Multicultural Education Standards &amp; State Standards and State University Response</p>	<p>Elementary Standards Comparable</p> <p>Secondary Standards Comparable</p>	<p>Certification Requirements</p> <p>Certification Standards</p>	Need further review	<p>Teacher Education Programs</p> <p>Certification Requirements</p> <p>Certification Standards</p> <p>NCATE Standards</p> <p>NASDTEC Standards</p>	Accreditation Procedures and Standards Comparable
<b>13. Missouri</b>	<p>Standards for Teacher Education Programs</p> <p>Design of Professional Education</p> <p>Standards for School Leaders</p> <p>Standards for Teacher Education Procedures for Program Review</p> <p>Professional Education Programs Annual Report Form</p>	Yet to be reviewed	<p>Standards for Teacher Education Programs</p> <p>Design of Professional Education</p> <p>Standards for School Leaders</p> <p>Standards for Teacher Education Procedures for Program Review</p> <p>Professional Education Programs Annual Report Form</p> <p>Special Education Certification Requirements</p>	Need more information	<p>Standards for Teacher Education Programs</p> <p>Design of Professional Education</p> <p>Standards for School Leaders</p> <p>Standards for Teacher Education Procedures for Program Review</p> <p>Professional Education Programs Annual Report Form</p>	Accreditation Procedures and Standards Comparable

			Special Education Subject Competencies			
<b>14. Delaware</b>	Professional Teaching Standards  Regulations for the Approval of Teacher Education Programs  NASDTEC/NCATE Standards	Yet to be reviewed	Professional Teaching Standards	Need more information	Professional Teaching Standards  Regulations for the Approval of Teacher Education Programs  NASDTEC/NCATE Standards	Need further review
<b>15. Montana</b>	Teacher Education Program Standards  Procedures Manual for Montana Teacher Education Standards	Yet to be reviewed	Teacher Education Program Standards  Procedures Manual for Montana Teacher Education Standards	Yet to be reviewed	Teacher Education Program Standards  Procedures Manual for Montana Teacher Education Standards	Accreditation Procedures and Standards Comparable
<b>16. Illinois</b>	Minimum Requirements for State Certificates  Preparing Educators for the 21 <sup>st</sup> Century &mdash; Draft Recommendations  Directory of Approved Teacher Preparation Programs  NCATE Standards	Need more information	Minimum Requirements for State Certificates  Preparing Educators for the 21 <sup>st</sup> Century &mdash; Draft Recommendations  Directory of Approved Teacher Preparation Programs  Special Education Certification and Approval Requirements and Procedures	Need more information	Minimum Requirements for State Certificates  Preparing Educators for the 21 <sup>st</sup> Century &mdash; Draft Recommendations  Directory of Approved Teacher Preparation Programs  Draft Regulations for Approval of Teacher Preparation Programs  NCATE Standards	Accreditation Procedures and Standards Comparable
<b>17. Arizona</b>	Professional Development Title 7. Education	Need more information	Professional Development Title 7. Education (pg. 12-17)	Need more information	Professional Development Title 7. Education  Professional Preparation Programs (pg. 7-8)	Accreditation Procedures and Standards Comparable
<b>18. Minnesota</b>	Proposed Rules Governing Teacher Licensing	Need more information	Proposed Rules Governing Teacher Licensing	Need more information	Proposed Rules Governing Teacher Licensing	Need more information
<b>19. Georgia</b>	Standards for Professional Education Units and Programs  Handbook for Board of Examiners Teams  NCATE Standards	Elementary Standards Comparable  Secondary Standards Comparable	Standards for Professional Education Units and Programs  Handbook for Board of Examiners Teams	Need more information	Standards for Professional Education Units and Programs  Handbook for Board of Examiners Teams  NCATE Standards	Accreditation Procedures and Standards Comparable
<b>20. Oregon</b>	Administrative Rules for On-Site Visits  Approved Teacher Education Programs  Continuing Professional Development for Licensure Renewal  Teacher Licensure	In transition	Administrative Rules for On-Site Visits  Approved Teacher Education Programs  Continuing Professional Development for Licensure Renewal	Need more information	Administrative Rules for On-Site Visits  Approved Teacher Education Programs  Continuing Professional Development for Licensure Renewal  Teacher Licensure	Accreditation Procedures and Standards Comparable

	<p>for 21 Century Schools</p> <p>Preparing Quality Educators for 21<sup>st</sup> Century Schools</p> <p>Letter &amp;dash; Eastern Oregon University</p> <p>Standards for Program Approval</p> <p>Standards for Teacher Preparation Programs</p> <p>Eastern Oregon University -- Teacher Education Document</p> <p>George Fox University &amp;dash;- Teacher Education Document</p>		<p>Teacher Licensure for 21<sup>st</sup> Century Schools</p> <p>Preparing Quality Educators for 21<sup>st</sup> Century Schools</p> <p>Special Education Standards</p>		<p>for 21 Century Schools</p> <p>Preparing Quality Educators for 21<sup>st</sup> Century Schools</p> <p>Program Approval Site Visit Handbook</p>	
<b>21. Wyoming</b>	<p>Professional Teaching Standards Board &amp;dash; General Provisions</p> <p>Bilingual Education (pg. 49-50)</p> <p>Program Standards (pg. 7-38)</p> <p>NCATE Standards</p>	Need more information	<p>Professional Teaching Standards Board &amp;dash; General Provisions</p> <p>Program Standards (pg. 38-44 and pg. 70-71)</p> <p>NCATE Standards</p>	Need more information	<p>Professional Teaching Standards Board &amp;dash; General Provisions</p> <p>Program Standards (pg. 71-73)</p> <p>NCATE Standards</p> <p>Handbook for Professional Teaching Standards Board</p>	Accreditation Procedures and Standards Comparable
<b>22. Arkansas</b>	<p>NCATE Standards</p> <p>INTASC Standards</p>	Yet to be reviewed	<p>Early Childhood Instructional Specialist Guidelines</p> <p>Special Ed Instructional Specialist Guidelines</p>	Yet to be reviewed	<p>NCATE only</p> <p>INTASC Standards</p>	Decision pending receipt of additional information
<b>23. Pennsylvania</b>	<p>Standards and Policies (pg. 1-12)</p> <p>Instructional Certificates (pg. 12-108)</p>	Yet to be reviewed	<p>Special Education Standards and Policies (pg. 61-70)</p>	Yet to be reviewed	<p>Administrative Procedures for Program Approval</p> <p>NCATE Partnership State</p> <p>General Standards (pg. 1-12)</p>	Decision pending receipt of additional information
<b>24. Maine</b>	<p>Policies, Procedures and Standards</p> <p>Eight Program Approval Standards (Chapter 114)</p> <p>NCATE Standards (see Chart 1) Section 2020</p> <p>INTASC Standards</p>	<p>Elementary Standards Comparable</p> <p>Secondary Standards Comparable</p>	<p>Special Education Competencies (Sections 9030, 8079, 2282, 6282)</p>	Yet to be reviewed	<p>Policies, Procedures and Standards</p> <p>Eight Program Approval Standards (Chapter 114)</p> <p>NCATE Partnership (see Chart 1)</p> <p>INTASC Standards</p>	Accreditation Procedures and Standards Comparable
<b>25. Louisiana</b>	<p>Bulletin 996 &amp;dash; Standards for Program Approval</p> <p>Bulletin 746 -- Policies and</p>	Yet to be reviewed	<p>Bulletin 746 -- Policies and Procedures for Louisiana Teacher Assessment Part VII &amp;dash; Teachers of Exceptional</p>	Yet to be reviewed	<p>Bulletin 996 &amp;dash; Standards for Program Approval</p> <p>NCATE Standards and Procedures</p>	Accreditation Procedures and Standards Comparable

	Louisiana Teacher Assessment		Children			
<b>26. New Mexico</b>	Program Approval NCATE Partnership Title 6 &mdash; Primary and Secondary	Need more information	Title 6 &mdash; Licensure in Special Education K-12	Yet to be reviewed	NCATE Partnership State Program Approval	Accreditation Procedures and Standards Comparable
<b>27. Indiana</b>	Indiana Professional Standards Board Document: Programs for Teacher Education, Initial and Advanced  NCATE Standards and Procedures  INTASC Standards	Need more information	Indiana Professional Standards Board Document  Teachers of Students with Exceptional Needs	Yet to be reviewed	Indiana Professional Standards Board Document: Programs for Teacher Education, Initial and Advanced  NCATE Standards and Procedures  INTASC Standards	Accreditation Procedures and Standards Comparable
<b>28. South Dakota</b>	New Teacher Certification Rules  Year 2000 Implementation  Professional Education Requirements for Teaching Programs  Requirements for Basic Teaching Programs	Yet to be reviewed	New Teacher Certification Rules Year 2000 Implementation  Professional Education Requirements for Teaching Programs  Requirements for Basic Teaching Programs  Section 24:16 K-12  Special Education Program  K-12 American Sign Language Education	Yet to be reviewed	New Teacher Certification Rules  Year 2000 Implementation  Professional Education Requirements for Teaching Programs  Requirements for Basic Teaching Programs  Article 24:16:01 &mdash; 05 Teacher Education Program Approval  NCATE Standards	Decision pending receipt of additional information
<b>29. Idaho</b>	Certification Manual  NCATE Standards  NASDTEC Standards	Yet to be reviewed	Certification Manual  NCATE Standards  NASDTEC Standards	Yet to be reviewed	Certification Manual  NCATE Standards and Procedures  NASDTEC Standards and Procedures	Decision pending receipt of additional information
<b>30. Florida</b>	Competencies and Skills Required for Teacher Certification in Florida (select sections)  Standards for Initial Teacher Education Program Approval in Florida  Performance Standards for Continuing Program Approval  Accomplished, Professional, and Preprofessional Competencies for Teachers of the 21 <sup>st</sup> Century  Teacher Education Program Directory	Yet to be reviewed	Competencies and Skills Required for Teacher Certification in Florida (select sections, including special ed)  Standards for Initial Teacher Education Program Approval in Florida  Performance Standards for Continuing Program Approval  Accomplished, Professional, and Preprofessional Competencies for Teachers of the	Yet to be reviewed	Competencies and Skills Required for Teacher Certification in Florida (select sections)  Standards for Initial Teacher Education Program Approval in Florida  Performance Standards for Continuing Program Approval  Accomplished, Professional, and Preprofessional Competencies for Teachers of the 21 <sup>st</sup> Century  State Statutes and Board of Education	Decision pending receipt of additional information

			Teacher Education Program Directory		Rules Governing Program Approval Teacher Education Program Directory	
<b>31. Wisconsin</b>	Teacher Education Program Approval & Certification Rules  Licensing Rules  Proposed Order of the State Superintendent of Public Instruction Repealing and Recreating Rules (due to be promulgated July 1, 2000)	Yet to be reviewed	Teacher Education Program Approval & Certification Rules (Subchapter VII)  Licensing Rules  Proposed Order of the State Superintendent of Public Instruction Repealing and Recreating Rules (due to be promulgated July 1, 2000)	Yet to be reviewed	Teacher Education Program Approval & Certification Rules  Licensing Rules  Proposed Order of the State Superintendent of Public Instruction Repealing and Recreating Rules (due to be promulgated July 1, 2000)	Accreditation Procedures and Standards Comparable



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





# California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** C&CA-1

**Committee:** Credentials and Certificated Assignments

**Title:** The Impact of AB 544 Related to Credentialed Teachers in Charter Schools

✓ Information

**Prepared by:** Dale A. Janssen, Manager  
Certification, Assignment and Waivers Division

---

## The Impact of AB 544 Related to Credentialed Teachers in Charter Schools April 21, 1999

**Summary**  
At the November 5, 1998 meeting, the Commission approved a staff proposal for a short-term solution to staffing problems at charter schools created by the enactment of AB 544. This report addresses other issues that were discussed but not resolved at the November Commission meeting.

**Fiscal Impact**  
The revenues of the agency may be increased slightly by the recommended policy changes in this report.

**Policy Implications**  
Should the Commission amend its waiver criteria to allow an individual who has not completed a bachelor's degree no more than three years to serve on a waiver?

**Background**  
In 1992 the California Legislature passed SB 1448 (Hart) entitled "The Charter School Act of 1992" which was signed into law by Governor Wilson. The charter school legislation was established to improve student learning, increase learning opportunities for all pupils, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, provide parents and pupils with expanded choices in the types of education opportunities, and hold charter schools accountable for meeting measurable pupil outcomes. The legislation did not require individuals providing instruction to hold a credential. These requirements were left to the chartering body.

On January 1, 1999 AB 544 (Lempert) became effective. This bill made many changes to the Charter School Act. The one that impacts the Commission is Education Code Section 47605(l) which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

The Commission, at its November meeting, adopted a staff recommendation to approve waiver requests, without conditions, to June 30, 1999 for currently employed teachers in charter schools. The rationale for this recommendation was based on the fact that charter-school teachers were caught in a bind when at mid-year they were required to meet credential requirements. The Commission also adopted a staff recommendation exempting charter schools from submitting Declarations of Need for Fully Qualified Educators. The Declaration of Need is a document approved by the governing boards of school districts for public comment and review. To establish a charter school, both parents and teachers must agree to the terms of the charter that governs all aspects of the school, including the qualifications of the teaching staff. Parents and teachers participate in the governance of the school. Consequently, it seems unnecessary to require a Declaration of Need from such schools.

**Issues Not Yet Resolved**  
At its November meeting, the Commission authorized staff to meet with representatives of charter schools, the Department of Education, and organizations representing teachers, administrators and school boards to review long-term staffing issues and define terms of the legislation. On January 13, staff met with Ken Burt of the California Teachers Association, Elaine Johnson representing the California Federation of Teachers, Don Shalvey, Superintendent of the San Carlos School District, and Chuck McCully representing the Association of California School Administrators, Kari Becker of the California School Boards

### *Long-Term Staffing Needs*

The first issue for consideration by the organizational representatives was to review the long-term staffing concerns for charter schools. At the time of the meeting, it was estimated that approximately 30% of charter schools did not require their teachers to hold credentials prior to January 1, 1999. Since the meeting, Commission staff sent a survey to 166 charter schools requesting information about the number of teachers employed, the number who hold credentials, the number who hold emergency permits and credential waivers. Sixty-one charter schools returned the survey which represents a return rate of 37%. The survey revealed that 77% of the teachers serving in charter schools hold credentials, 19% hold emergency permits and 3% are on credential waivers. The 1997-98 Annual Report on Emergency Permits and Credential Waivers found that 87% of public school teachers hold credentials, 11% are serving on emergency permits and 2% on credential waivers. The percentages are higher at charter schools, however the numbers are relatively low. The survey identified 37 teachers who will need to be employed on credential waivers for the 1999-2000 school year. A large number of these teachers are at charter schools who have special training in Waldorf or Montessori education. Teachers in these settings appear to pose the biggest problem in meeting the credential requirements of AB 544. Some of the teachers in these types of schools do not hold bachelor's degrees from regionally accredited universities even though they may have extensive training in the unique educational philosophy and pedagogy of Waldorf and Montessori education. The charter school survey found 17 teachers who do not hold a bachelor's degree in the 61 charter schools that responded. The waiver authority is the only process that may provide flexibility to allow these teachers time to complete a bachelor's degree and earn a credential. The meeting attendees did not have the information from the charter school survey, however they did conclude in January that the Commission did not need to make specific changes in its waiver criteria. The small number of teachers affected by AB 544 can be processed under the Commission's current criteria. Those teachers that may need additional time to complete a bachelor's degree or a credential may be reviewed on a case-by-case basis, as with all waiver requests.

### *Definition of Terms*

In the previous report to the Commission, staff identified language in AB 544 that appeared to need clarification. The terms "teacher" and "noncore, noncollege preparatory courses" are not defined in the statute and are open to varying interpretations. The statute states that "teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold". Some charter schools make use of part-time instructors whose primary occupations are in the fine arts or technology fields, but agree to work one or more days a week in a charter school. Under existing law that governs non-charter schools, such teaching assignments require the individual to hold a credential, emergency permit or waiver issued by the Commission. An exception is made for teachers in certain specialized schools, primarily for the fine arts, that only require a Certificate of Clearance (\$58803). The representatives seemed generally to believe that sections of the Education Code related to school funding and student-teacher ratios provide the flexibility needed by the chartering authority to determine which teachers will need a document from the Commission. The group generally felt it would be unwise at this time for the Commission to attempt to define "teacher" for the purpose of implementing AB 544.

Even more problematic than the definition of teacher, is the section of the statute that states, "it is the intent of the legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses". There are many possible definitions for the terms noncore, noncollege preparatory courses. One definition suggested by the organizational representatives was "non A-F coursework and non Class Size Reduction classrooms". The A-F requirement refers to those courses submitted by school districts to meet the minimum high school requirements for admission to a University of California campus. Non-class size reduction classes would primarily mean primary grades K-3 funded by the state at a ratio of no more than one teacher to 20 students, but it could also mean the more recent reduction in grade nine in mathematics and one other academic subject. The representatives agreed that a single definition of "noncore, noncollege preparatory courses" does not fit the range of offerings in charter schools and that the chartering authorities should, for the immediate future, be left to define these terms. Charter schools must, however, use the appropriate process to obtain credentials, emergency permits or variable term waivers for teachers in all subjects taught in the schools.

### *Assignment Monitoring in Charter Schools*

Education Code §44258.9 assigns to county superintendents of schools the responsibility to monitor certificated employee assignments in one-fourth of the public schools within their jurisdiction each year. AB 544 did not place charter schools under those same provisions, but only requires that the chartering authority periodically inspect to see that the documents under which charter-school teachers are employed are on file. Therefore charter schools are not under the same assignment monitoring requirements as prescribed in Education Code §44258.9 and the monitoring process rests with the chartering authority. Commission staff is prepared to provide assignment guidance to charter schools by conducting a number of assignment workshops during the fall semester.



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





## California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** C&CA-2

**Committee:** Credentials and Certificated Assignments

**Title:** Report on the 1997-98 Annual Report: Emergency Permits and Credential Waivers

✓ Action

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

---

### Second Annual Report on the Use of Emergency Permits and Credential Waivers for 1997-98

April 21, 1999

#### Summary

This agenda item is the second annual report on the use of emergency permits and credential waivers for fiscal year 1997-98

#### Fiscal Impact

There will be expenses for printing and mailing the report. It is estimated the printing will cost \$2,000 for 1500 copies and mailing will cost \$1,500. No budget augmentation would be needed to the Certification, Assignment and Waivers budget to cover these costs.

#### Policy Issues to Be Resolved

The Commission may wish to request staff to suggest policy issues as a result of this report.

#### Staff Recommendation

That the Commission accept the 1997-98 Annual Report: Emergency Permits and Credential Waivers.

#### Background

The need for an annual report on the use of emergency permits and credential waivers came from a recommendation from "A State of Emergency . . . in a State of Emergency Teachers" produced by the California State University Institute for Education Reform. The authors of that report expressed the view that "Californians need accurate information about the presence of emergency teachers in the schools if they are to comprehend and respond to the problem. Public awareness of the seriousness of the qualified teacher shortage in California can go a long way in putting pressure on local districts, state agencies and the Legislature to take corrective action." As a consequence of this view, the Institute's report places the task of informing the public on the Commission. The authors recommend that:

*"An annual 'State of the State on Emergency Credentials' report should be issued by the Commission on Teacher Credentialing (CTC), the gatekeeper agency for teachers in California. The report should include the approved number of emergency permits granted by district and subject matter fields and five-year comparison trends. It should also identify successful strategies employed by the CTC and individual districts to reduce the number of emergency permits."*

This agenda item contains a report that meets many of the needs expressed by the Institute. The enclosed annual report lists the number of emergency permits and credential waivers issued by each district in the state, as well as providing county and statewide totals. It details the specific types of emergency permits and credential waivers issued during the reporting year and compares them to the number of teachers or service providers employed by the public school districts. The report examines the subject-matter authorizations requested for teachers of single subject classes on a county by county basis, providing a vehicle for comparing needs throughout the state. Finally, the report reviews current initiatives that the Commission, the Legislature, and the Governor have undertaken to reduce the number of emergency permits and credential waivers that are issued each year.

The Institute suggested that the Commission produce a five-year comparison of the emergency permit and credential waiver data. Each year the Commission is adding to the existing report until such a comparison is available.

If the report is adopted by the Commission, it will be available for the general public and state policy makers such as members of the Legislature, the Governor, the Secretary of Education, the State Superintendent of Public Instruction and the

## 1997-98 Annual Report: Emergency Permits and Credential Waivers

### Executive Summary

#### Purpose of the Report

The California Commission on Teacher Credentialing (CCTC) issues emergency permits and credential waivers at the request of employers when they are unable to recruit enough fully credentialed staff to fulfill their employment needs. This report provides information on emergency permit and credential waiver activity during the 1997-98 school year including the percentages of certificated personnel serving on emergency permits and waivers on a county by county and district by district basis.

#### Permits and Waivers Issued in 1997-98

During fiscal year 1997-98 a total of 30,029 emergency permits were issued to public schools. Based upon data from the Department of Education a total of 280,595 certificated staff (excluding administrative positions for which emergency permits are not available) were employed in public schools in 1997-98. Emergency permits accounted for nearly 11% of that staff.

The largest numbers of emergency permits were issued in the following credential areas:

- 17,981 multiple subject emergency permits traditionally used for elementary classrooms were issued. This represents an increase of 34% from 1996-97.
- 7,779 single subject emergency permits traditionally used for secondary classrooms were issued. Permits in this area increased by 21% from the previous year.
- 2,758 special education emergency permits were issued. This is a 3% decrease from 1996-97 but still represents a significant shortage of teachers in this credential area.
- 1,458 resource specialist emergency permits were issued. This is an increase of 3% from 1996-97.
- Emergency permits for Crosscultural Language and Academic Development (CLAD) which authorize instruction of limited English proficient students more than doubled to a total of 1,193.

During fiscal year 1997-98 a total of 4,768 credential waivers were issued to public schools for assignments other than day-to-day substitute teaching. Considering the total of 300,556 certificated staff in public schools in 1997-98 (including administrative positions for which waivers are available), individuals on credential waivers represented approximately 2% of that staff.

The largest numbers of credential waivers for public school districts were issued in the following credential areas:

- 1,578 waivers were issued for special education.
- 611 multiple subject waivers were issued.
- Resource specialists accounted for 574 waivers.
- 363 waivers for single subject certification were issued.

#### Regional Shortages of Certificated Staff

The information in this report identifies the following types of regions which have particular difficulty recruiting enough fully credentialed staff:

- Schools in urban areas. While this appears to apply to many urban school districts, the need is especially demonstrated in some of the larger inner-city districts.
- Schools in rural agricultural regions.

#### Actions Taken Toward Reducing Shortages of Teachers in California

Several initiatives have been implemented to attempt to recruit more teachers for California's classrooms. These efforts include methods of encouraging trained teachers from other states to seek employment, recruiting and retaining California trained teachers, and developing programs which will help individuals become fully credentialed more quickly.

- Assembly Bill 1620 (Scott), which became effective September 17, 1998, exempts credentialed teachers from other states who have completed three or five years of full-time classroom experience from several of the current requirements for the professional clear credential.
- AB 1620 also requires the Commission to review teacher preparation programs in all other states in an effort to establish true reciprocity with those states. Panels established by the Commission are currently in the process of performing such evaluations.
- The Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997 (AB 838, Pacheco) provides an additional year for out-of-state credentialed elementary teachers to complete certification requirements. This allows those teachers time to adapt to a new job and environment. This became effective January 1, 1998.
- Internship programs coordinated by universities and school districts have been expanded through a funding increase from \$6.5 million to \$11 million which will help to prepare more than 7,300 interns. Such programs help to increase the retention rate of individuals completing California preparation programs from 50% to 87%.

Funding for the California Pre-Internship Teaching Program which was established by the Legislature in 1997 (AB 351, Scott) has been increased to \$11.8 million. This program provides better preparation for uncredentialed teachers by funding school district programs which provide early, focused and intensive preparation in the subject matter the emergency teachers are assigned to teach and to assist these teachers in the development of classroom management, pupil discipline and basic instruction methodologies. This support also helps to ensure that these individuals will remain in teaching.

- Senate Bill 2042 (Alpert and Mazzoni) encourages institutions of higher education to begin teacher preparation programs in undergraduate years by blending teacher preparation courses and field work with academic programs. Such programs can lead to more effective preparation in a shorter period of time.
- The Beginning Teacher Support and Assessment program (BTSA) which provides support to beginning teachers and leads to higher retention rates (92%) has received increased funding from \$17.5 million to \$67.8 million.
- The California Center on Teaching Careers, CAL TEACH, was established by legislation (SB 825, Greene) in 1997 to recruit new individuals into teaching. CAL TEACH provides public service announcements to encourage individuals to become teachers and offers information on the teacher preparation process and job openings through an 800 number and web page.
- To address the shortage of mathematics teachers Assembly Bill 496 (Alpert and Mazzoni) establishes a loan forgiveness program for individuals who complete a teacher preparation program in mathematics. This legislation appropriates \$1.58 million to the Commission for the first year of a six year program of grants.
- The Assumption Program of Loans for Education (APLE) has been increased from 400 to 4,500 awards per year to support the recruitment of prospective teachers who need financial assistance.

---

[| Click Here for Table of Contents |](#)

# 1997-98 Annual Report Emergency Permits and Credential Waivers

Author:

Mark McLean, Program Analyst  
Certification, Assignment and Waivers Division



---

State of California  
May, 1999

---

## Table of Contents

### Section I: **Emergency Permits**

Emergency Teachers: A Historic Overview  
Ten Years of Emergency Permits  
Current Requirements for Emergency Permits  
Types of Emergency Permits Currently Issued in California  
General Requirements for All Emergency Permits  
Specific Requirements for Emergency Permits  
Reissuance Requirements for Emergency Permits

### Section II: **Credential Waivers**

The Credential Waiver Process

**Section III: Highlights of the Emergency Permit and Credential Waiver Statistical Data**

Distribution of Emergency Permits and Credential Waivers  
Types of Emergency Permits  
Types of Credential Waivers  
Distribution of Emergency Permits and Credential Waivers Issued in 1996-97  
New Issuances and Reissuances of Emergency Permits and Waivers  
Subject Authorizations on Single Subject Emergency Permits  
Distribution of Emergency Permits and Credential Waivers by Selected Districts

**Section V: 30-Day Substitute Permits and Waivers**

**Section VI: Final Observations**

**Appendices (NOTE: These are very large files...Please allow sufficient time for downloading.)**

Appendix A-Eight Tables Representing Selected School Districts

Appendix B-Tables of All Public School Districts (Alameda through Orange county) **CORRECTED** May 3, 1999

Appendix B-Tables of All Public School Districts (Placer through Yuba county and Grand Total) **CORRECTED** May 3, 1999

## SECTION I:

### Emergency Permits

#### Emergency Teachers: A Historic Overview

Developments in California in the past few years have focused public attention on the use of uncredentialed teachers. Although the amount of public attention given to the use of emergency permit teachers is unparalleled in our history, the use of uncredentialed teachers is not a new phenomenon. Prior to the origins of the California Commission on Teacher Credentialing, the State Department of Education issued Provisional Credentials to persons who met minimum qualifications, but had not completed a teacher preparation program. This was the pre-1970 antecedent to the emergency credential or permit which the state has issued regularly for over 25 years.

The Teacher Preparation and Licensing Act of 1970 (the Ryan Act), created the Commission on Teacher Preparation and Licensing (later the Commission on Teacher Credentialing) as an independent agency within the Executive Branch of the Government. The act authorized the Commission to issue emergency "credentials" based on "at least 90 semester units of college work." The 90 semester unit requirement raised the standard for the credential from the 60 semester units required for the provisional credential of the earlier era.

A new emergency credential was created through regulations in April 1976 when the Emergency Bilingual Certificate of Competence Teaching Credential became effective. Among the conditions for this emergency credential were the requirements that the applicant complete a minimum of 90 semester units, be assessed for competence in the target language, complete three semester units or staff development in bilingual teaching methodology and have either two years of teaching in a bilingual classroom or be employed as a paraprofessional in a bilingual classroom. The credential authorized the holder to teach any subject in a bilingual class in grades 12 and below. The Commission, by establishing this specific emergency credential, was responding to new California bilingual education legislation (the Chacon-Moscone Act) and recognizing the acute shortage of teachers with bilingual capabilities.

Under the jurisdiction of the Commission the requirements for emergency credentials or permits continued to evolve over time. New statutory requirements and California Code of Administrative Regulation changes were the means used to raise the requirements. In May 1981, the administrative regulations were amended to include enrollment in a degree or credential program and the completion of six semester units as a requirement for serving an additional year on the emergency credential. Two important provisions were added by statutes in 1982: a baccalaureate degree and the California Basic Educational Skills Test (CBEST). The CBEST requirement became effective January 1, 1983 while the baccalaureate degree was phased in to become the minimum requirements for all emergency credentials. In 1986, a subject matter requirement for the single subject and the multiple subject emergency permits was established by law. In 1994, the Commission adopted regulations changing the title from emergency credential to permit. The most recent legislation (SB 674 of 1997) placed a restriction on the number of years an individual may serve on an emergency permit to no more than five years.

#### Ten Years of Emergency Permits

As stated above, the Commission has granted emergency documents for over 25 years. The spotlight on emergency permits today is due largely to the increased shortage of multiple subject (elementary) school teachers as a result of the major effort to reduce the size of primary grade classes. Figures 1 and 2 illustrate the growth in the issuance of emergency permits for the periods of 1980 to 1985 and 1992 to 1998. The data from the intervening years does not exist.

Figure 1 below displays a drop in the number of emergency permits in 1983-84. It was at that time that the Legislature required passage of the CBEST and the phasing in of the bachelor's degree as basic requirements for the emergency credential. The graph illustrates that after the 1983-84 school year, the number of emergency credentials issued began to increase. When compared to the number of emergency credentials issued during the period covered in Figure 2 below, the 1980-1985 numbers were minimal.

**Figure 1**  
**Emergency Permits Issued During the Years 1980-81, 1981-82, 1982-83, and 1984-85**

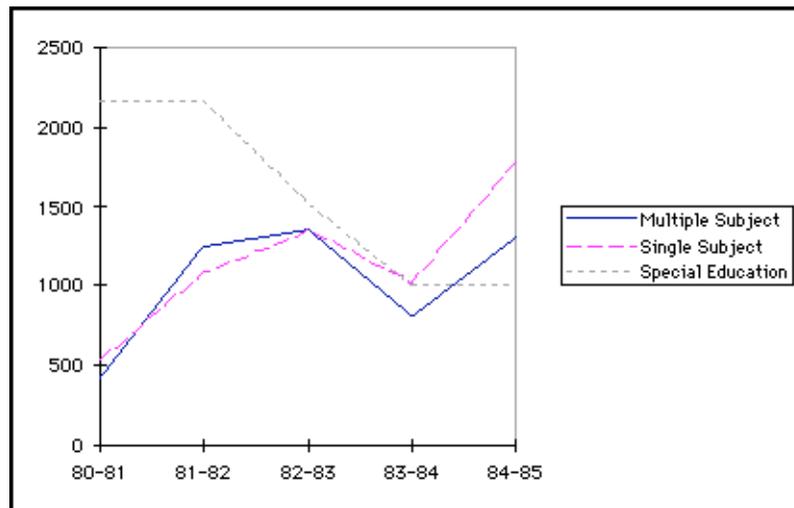
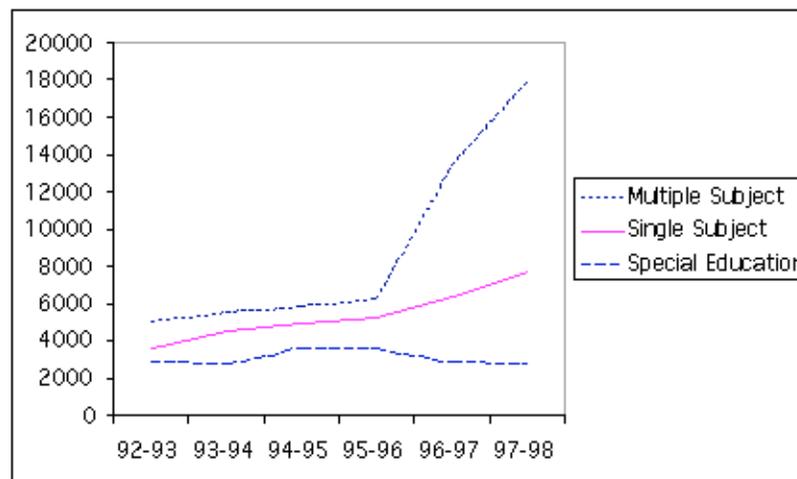


Figure 2 illustrates the more recent years of emergency permit issuance. During the period from 1992 to 1995 there was sustained growth in the number of emergency permits. The impact of the state effort to reduce class size in primary grades is evidenced by the large increase in multiple subject emergency permits issued beginning in 1996-97. The effect of that program continued in 1997-98 as issuances of multiple subject emergency permits grew to 17,981. Emergency single subject permits showed a moderate increase to 7,779 while special education emergency permit issuances decreased to 2,758 in that year. The decrease in special education emergency permits is likely due to an increase in the number of individuals earning special education credentials. Commission workload data shows that there was a 35% increase in special education credentials granted in the 1997-98 fiscal year.

**Figure 2**  
**Emergency Permits Issued During the Years 1992-93, 1993-94, 1994-95, 1996-97 and 1997-98**



### Current Requirements for Emergency Permits

As described below, the Commission currently issues thirteen types of emergency permits. Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the type of permit requested. Each of these requirements is described below. All emergency permits require the holder to complete specific requirements while he or she holds the permit in order to be eligible for a reissuance of the emergency permit for another year. Reissuance requirements are also described below.

### Types of Emergency Permits Currently Issued in California:

The following is a list of the types of emergency permits currently issued in California. Following each title is a description of the school setting for each permit.

- Multiple Subject Emergency Teaching Permit (typically used for the elementary classroom)

- Single Subject Emergency Teaching Permit (typically used for the secondary classroom)
- Multiple Subject Emergency Teaching Permit with Crosscultural, Language and Academic Development (CLAD) Emphasis (the CLAD emphasis authorizes teaching limited English proficient students)
- Single Subject Emergency Teaching Permit with CLAD Emphasis (the CLAD emphasis authorizes teaching limited English proficient students)
- Multiple Subject Emergency Teaching Permit with Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis (the BCLAD emphasis authorizes teaching in a bilingual classroom)
- Single Subject Emergency Teaching Permit with BCLAD Emphasis (the BCLAD emphasis authorizes teaching in a bilingual classroom)
- Emergency Crosscultural, Language and Academic Development (CLAD) Permit (authorizes teaching limited English proficient students)
- Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit (authorizes teaching in a bilingual classroom)
- Emergency Education Specialist Instruction Permit (authorizes instruction of students with special needs)
- Emergency Resource Specialist Permit (authorizes the instruction of students with special needs who spend the majority of their school day in a regular education classroom)
- Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, Including Special Class Authorization (authorizes service as a speech pathologist and authorizes instruction of children with autism)
- Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing (authorizes service as a speech pathologist)
- Emergency Library Media Teacher Services permit (authorizes service as a librarian)

### **General Requirements for All Emergency Permits**

The applicant must verify that he or she possesses a baccalaureate or higher degree from a regionally accredited college or university, has passed the CBEST and has completed the specific requirements for the permit requested, as described in the next section of this report.

All employing agencies requesting emergency permits are required to file a Declaration of Need for Fully Qualified Educators. This Declaration is submitted each school year prior to the Commission issuing emergency permits to individuals employed by the agency. The employing agency states on the Declaration of Need its estimate of need for each type of emergency permit. The Declaration must be approved in a public meeting of the agency's governing board. Through this process, the governing board and the public are informed of the number of individuals the district reasonably expects to employ on emergency permits. Having the Declaration approved by the board not only informs the board of the district's shortage areas, but also allows for policy discussions such as why there is a shortage, whether it is statewide or restricted to the district, and whether the district can recruit or develop fully qualified and credentialed staff.

As a condition for employing emergency permit holders, the district must agree to provide permit holders with orientation, guidance and assistance including curriculum training, effective techniques of classroom instruction and effective techniques of classroom management. This training should occur prior to the individual being placed in a classroom. The emergency permit regulations also require the employing district to assign an experienced educator to guide and assist the emergency permit holder. This experienced educator must have at least three years of full-time classroom teaching experience.

Emergency permits are restricted to the district requesting the permit. An individual may change districts at the employing agency's discretion.

### **Specific Requirements for Emergency Permits**

In order to qualify for an emergency permit, an applicant must meet the general requirements listed above and also requirements specific to the type of permit requested. Specific requirements are listed below by permit type:

#### *Multiple Subject Emergency Teaching Permit*

- (1) The applicant must submit a statement indicating intent to enroll in a Commission-approved multiple subject teacher preparation program;
- (2) The applicant must verify one of the following:
  - (a) passage of the Multiple Subject Assessment for Teachers (MSAT); or
  - (b) verification of at least 10 semester units of college course work in each of any four of the following subject areas: Language Studies, Literature, History, Social Science, Mathematics, Science, Humanities, Art, Physical Education and Human Development. (The fourth 10-unit area may also be a combination of any two subject areas not previously used.)

#### *Single Subject Emergency Teaching Permit*

- (1) The applicant must submit a statement indicating intent to enroll in a Commission-approved single subject teacher preparation program;
- (2) The applicant must verify one of the following:
  - (a) passage of the examination(s) approved by the Commission to verify appropriate knowledge of the subject to be listed on the permit, or
  - (b) verification of at least 18 semester units of college course work in the subject to be listed on the permit.

#### *Emergency Multiple or Single Subject Teaching Permit with CLAD Emphasis*

The requirements for these permits are the same as for the permits listed above except that the statement indicating the applicant's intent to enroll must specify that the applicant will enroll in a Commission-approved CLAD Emphasis program rather than the basic credential program.

#### *Emergency Multiple or Single Subject Teaching Permit with BCLAD Emphasis*

The requirements for these permits are the same as for the basic multiple and single subject emergency teaching permits except that the statement indicating the applicant's intent to enroll must specify that the applicant will enroll in a Commission-approved BCLAD Emphasis program rather than the basic credential program, *and* the applicant must verify proficiency in the language to be listed on the permit by one of the following means:

- (1) passage of one of the examinations approved by the Commission for this specific purpose, or
- (2) passage of a Commission-approved oral language proficiency assessment administered by a California college or university, or
- (3) possession of a three-year or higher degree from a foreign college or university in which all instruction was delivered in the language to be listed on the permit.

#### *Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit*

The applicant for this permit must:

- (1) possess a valid California teaching credential or children's center permit excluding emergency permits, internship credentials, exchange and sojourn credentials; and
- (2) verify proficiency in the language to be listed on the permit by one of the following means:
  - (a) passage of one of the examinations approved by the Commission for this specific purpose, or
  - (b) passage of a Commission-approved oral language proficiency assessment administered by a California college or university, or
  - (c) possession of a three-year or higher degree from a foreign college or university in which all instruction was delivered in the language to be listed on the permit, or
  - (d) possession of a valid California Single Subject or Standard Secondary teaching credential with a major in the language to be listed on the permit.

#### *Emergency Crosscultural, Language and Academic Development (CLAD) Permit*

The applicant for this permit must possess a valid California teaching credential or children's center permit excluding emergency permits, internship credentials, exchange and sojourn credentials.

#### *Emergency Education Specialist Instruction Permit*

- (1) The applicant must submit a statement indicating intent to enroll in a Commission-approved education specialist teacher preparation program in the area of specialization to be listed on the permit; and
- (2) The applicant must verify one of the following:
  - (a) possession of a valid basic California teaching credential, or
  - (b) possession or eligibility for an out-of-state special education credential requiring a baccalaureate degree and preparation program, or
  - (c) a minimum of three years successful classroom experience working with special education students in a public or state-certified school, or
  - (d) a minimum of nine semester units in teacher preparation course work. This course work must include at least one special education course.

#### *Emergency Resource Specialist Permit*

The applicant for this permit must:

- (1) either possess a valid basic California teaching credential or possess or show eligibility for an out-of-state special education credential and
- (2) submit a statement indicating intent to enroll in a Commission-approved program for either the education specialist instruction credential which authorizes service as a resource specialist or for one of the credentials prerequisite to the Resource Specialist Certificate.

#### *Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, Including Special Class Authorization*

The applicant for this permit must:

- (1) submit a statement indicating intent to enroll in a Commission-approved program for this credential; and
- (2) verify possession of either of the following:
  - (a) a valid Clinical or Rehabilitative Services credential in language, speech and hearing; or
  - (b) a bachelor's degree and completion of a complete preparation program in the area of language, speech and hearing.

#### *Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing*

- (1) submit a statement indicating intent to enroll in a Commission-approved program for this credential and
- (2) verify possession of a bachelor's degree and completion of a preparation program in the area of language, speech and

hearing.

### **Emergency Library Media Teacher Services Permit**

Individuals holding a valid California teaching credential must:

- (1) submit a statement indicating intent to enroll in a Commission-approved program for this credential and
- (2) verify possession of a valid basic California Teaching Credential.

Individuals holding an out-of-state credential authorizing service as a librarian must:

- (1) submit a statement indicating intent to enroll in a Commission-approved program for the basic teaching credential during the valid period of the permit and
- (2) show possession of, or eligibility for, the out-of-state librarian credential.

### **Reissuance Requirements for Emergency Permits**

For emergency permits to be reissued the employing agency must submit its annual Declaration of Need and verify that the permit holder was given orientation to the position (for the first reissuance only), guidance and assistance. The permit holder must verify that he or she is enrolled in a Commission approved preparation program that will lead to the attainment of the full credential related to the emergency permit and that he or she has successfully completed six semester units of coursework applicable toward the full credential.

---

## **Section II:**

### **Credential Waivers**

Since July 1, 1994, the California Commission on Teacher Credentialing has had the sole authority to review requests by employing school districts to temporarily waive specific credential requirements for individuals. Prior to that date, the authority to grant waivers was vested in the State Board of Education. Waivers are requested by employing agencies when they have exhausted their attempts to find a credentialed individual or an individual eligible for an emergency permit. When adopting regulations and developing procedures for exercising its authority, the Commission established as the fundamental goal of the waiver process the transitioning of individuals from waivers to emergency permits and ultimately to full credentials. The State Board of Education or the Superintendent of Public Instruction retains the legal authority to review all waiver requests that do not involve credentialing.

Since the requirements for credential waivers are at a level below those for emergency permits, regulations require that every waiver presented to the Commission's Appeals and Waivers Committee must go through a public notice process at the local level. Governing boards of public school districts must approve all waivers in a public meeting, and county offices of education and non-public schools must post in a public place for 72 hours a notice that they are employing individuals on waivers. This process notifies the public that an uncredentialed individual will be teaching in a public school classroom.

According to the California Basic Education Data System (CBEDS) maintained by the California Department of Education during 1997-98, there were 300,556 certificated employees in the public schools including administrators, pupil personnel services, elementary, secondary, and special education teachers. Table 1 below displays the number of waivers the Commission has issued since it was given authority to issue waivers compared to the number of certificated employees. The numbers do not include waivers granted for 30-day substitute teaching as substitutes are not included in the CBEDS data. The table shows that the percentage of certificated staff serving on waivers has remained consistent even considering significant increases in the number of certificated employees over the past two years. The 4,768 waivers issued for 1997-98 do not include waiver requests from non-public schools and agencies. Please see section IV for the non-public school waiver data.

**Table 1**  
**Total Waivers Issued as Compared to Total Certificated Staff**

<b>FY Year</b>	<b>Certificated Employees</b>	<b>Waivers</b>	<b>Percentage</b>
1994	261,382	3,496	1.3
1995	266,543	3,560	1.3
1996	278,871	4,395	1.6
1997	300,556	4,768	1.6

Table 1 has been revised from the previous year's report to reflect the number of waivers with issuance dates from July 1<sup>st</sup> to June 30<sup>th</sup> of the following year. For example, fiscal year 1994 includes waivers with issuance dates of July 1<sup>st</sup>, 1994 to June 30<sup>th</sup>, 1995. The numbers shown on the previous report reflected the numbers of waivers approved by the Commission each month during the fiscal year regardless of the issuance date. This revised view of waivers provides a more accurate view of the yearly waiver activity and makes comparisons with emergency permit data more consistent.

### **The Credential Waiver Process**

Credential waivers are utilized by county offices of education, school districts and non-public schools to fill certificated positions when individuals holding credentials are unavailable. When an employing agency reviews its staffing needs and recruits for various positions, it first must attempt to fill a position with an appropriately credentialed employee. If a credentialed individual is not available, the employer must explore the feasibility of employing an individual in an internship capacity. If a university or district internship program is not available, the employer may request an emergency permit. When the employer is unable to find an individual who qualifies for the emergency permit, it then requests a variable term waiver for the best qualified applicant available.

The Education Code [Section 44225(m)] authorizes the Commission to grant two types of waivers, short-term and variable term. Short-term waivers give local agencies the ability to cover unanticipated, immediate, short-term needs with teachers who hold a basic credential, but are assigned to teach outside of their credential authorization for one semester or less with their consent. These waivers are reported to the county offices of education for assignment monitoring purposes. This report does not include information pertaining to short-term waivers.

Variable term waivers provide additional time for individuals to complete credential requirements or provide employing agencies with time to find an individual who either holds an appropriate credential or qualifies under one of the available assignment options. Waivers are issued for one calendar year and the individual on the waiver must demonstrate progress by completing an examination or coursework toward the credential. Variable term waivers include:

- (1) waivers to facilitate assignment in school programs addressing issues of educational reform,
- (2) waivers to employ or assign identified individuals when the employing agency finds there is an insufficient number of certificated persons who meet the specified employment criteria for the position,
- (3) waivers to temporarily exempt geographically isolated regions, which have severely limited ability to develop personnel, from specific state requirements for educator preparation, licensing or assignment, or
- (4) other temporary waivers approved at the discretion of the Commission.

Requests by employing school districts for waivers of credential requirements are reviewed by the Appeals and Waivers Committee of the Commission at each monthly meeting. The Committee has established criteria to guide employing agencies, Commission staff, and Commissioners in the preparation and review of waiver applications. The general criteria for credential waiver requests follows.

#### **General Criteria For All Waiver Requests**

Waiver requests must meet all of the following criteria before they will be placed on the Commission's consent calendar.

- **Recruitment:** There is acceptable evidence that the employer has verified that they have attempted to recruit a fully credentialed individual for this assignment.
- **Credential Goal:** There is evidence that the waiver request is in a subject matter area known to have substantial shortages of credentialed personnel. This is determined by a periodic review of the number of waiver requests and emergency permits issued during the prior year. Currently, the established shortage areas are: special education including the resource setting, speech therapy, education for limited English proficient students, math and science instruction, reading instruction, driver education and training, library media services, and multiple subject instruction.
- **Qualifications:** There is acceptable evidence that the employing agency has provided sufficient information to explain why the applicant is the best available person for the position. Such information may include verification of the completion of a degree, CBEST, part or all of a professional preparation program, or related experience.
- **Assignment:** There is evidence that this person has not been identified as misassigned in this assignment by the employing agency, or if the person has been identified as misassigned, there is evidence that action other than requesting a waiver was taken as a result of that misassignment.
- **Commitment:** There is acceptable evidence that the individual will have ongoing support and assistance provided by district personnel who hold a credential in the area of the waiver.

#### **Criteria For Services Credential Waivers**

Variable term waivers for pupil personnel and administrative services credentials have additional criteria that must be met since there is no substantial statewide shortage of individuals who hold these credentials.

- **Personnel Shortage:** There is written documentation that no credentialed candidates applied for the position or that credentialed candidates did not meet specific employment criteria (i.e., special skills as described below) for the assignment. The employer must briefly explain why each credentialed candidate was not selected for the position.
- **Special Skills: Services, Experience and Expertise:** There is written documentation that this individual possesses special skills, or that he or she can provide special services to the pupils served by the employer and that, by virtue of this individual's training, experience or expertise, he or she is the best person for this assignment. Such written documentation shall be in the form of a state license or advanced degree in a field directly related to the proposed assignment. For example, a district seeking a waiver of a pupil personnel services credential may provide written documentation that the individual holds a Masters of Social Work degree from an accredited institution. An example of a special skill is proficiency in a second language spoken by the students in the district.
- **Program Enrollment:** There is written documentation that this individual is enrolled in a program of professional preparation leading to the appropriate services credential and that he or she is close to completing all requirements for the credential. Such written documentation shall include specific information on the number and type of courses

completed, along with the anticipated date for program completion. Written documentation from the authorized administrator at the university verifying the individual's current status in the credential program and the anticipated completion date of the program must be submitted.

Once an employing agency determines that an individual meets the criteria, the variable term waiver must be approved by the local governing board for public school districts or in the case of county offices of education and non-public schools licensed by the California Department of Education, they must complete a public notice process. The minutes of the governing board attesting to the approval of the waiver request or a copy of the public notice must be included with the waiver application.

After staff has reviewed the waiver request and determined that all information is included, the waiver is placed on the Commission agenda to be considered by the Appeals and Waivers Committee. Depending on the circumstances for each application, the waiver request may be placed on the *consent calendar*, which means the waiver has met all of the Committee's criteria for approval. It may be placed on the *conditions calendar* for which criteria has also been approved. The conditions recommended by staff depend on the circumstances of each case, but generally require that the applicant complete at least six semester units toward the credential goal or pass one or more sections of CBEST during the term of the waiver. These conditions are printed on the waiver document.

The credential waiver waives only specific academic requirements for a credential, all credential waiver holders must complete the same character and identification clearance as credentialed teachers. The character and identification clearance consists of a fingerprint review of any criminal history by both the California Department of Justice and the Federal Bureau of Investigation.

## SECTION III:

### Highlights of the Emergency Permit and Credential Waiver Statistical Data

This section reviews the Commission's statistical data to provide a more detailed picture of the emergency permit and credential waiver status in California. This data review includes an examination of the use of emergency permits and credential waivers by selected counties, the types of emergency permits and waivers issued within selected counties, a listing of the single subject authorizations requested for emergency permits, and an examination of selected public school districts. [Appendix B](#) includes a list of all California public school districts and county offices of education and the number of emergency permits and credential waivers issued to each of these districts and counties during the 1997-98 fiscal year.

#### Distribution of Emergency Permits and Credential Waivers

During the 1997-98 fiscal year, the Commission issued a total of 30,029 emergency permits and 4,768 credential waivers to public schools. In an attempt to better understand the number of certificated staff serving on emergency permits and credential waivers in public schools, the data was compared to the total number of certificated staff serving in California during 1997-98. The certificated staff data included in all of the tables in this report is from the California Department of Education's California Basic Educational Data System (CBEDS). The numbers reflect full-time equivalent (FTE) positions which may be lower than the actual numbers because they do not include part-time positions. The data from that comparison revealed ([Table 2](#)) that 11% of the certificated staff were serving on emergency permits and 2% on credential waivers. The numbers in [Table 2](#) do not include data for non-public schools and agencies.

**Table 2**  
**Total Number of Emergency Permits and Credential Waivers as Compared to Certificated Staff**

Total Certificated Staff	Total Emergency Permits	Percentage	Total Credential Waivers	Percentage	Percentage of Staff on Emergency Permits and Credential Waivers
300,556	30,029	11%	4,768	2%	12%

**Note:** The percentage of certificated staff serving on emergency permits (column 3) is derived from dividing the number of emergency permits by the total number of teachers and services staff (280,595), excluding administrators, employed in California during 1997-98. Both the percentage of credential waivers (column 5) and percentage of all staff on both emergency permits and waivers (column 6) are derived from dividing the total number of emergency permits and credential waivers by the total certificated staff.

The percentages are nearly the same when the data is specific to teachers. [Table 3](#) displays the total number of public school teachers who were employed in California in the 1997-98 school year. As shown on the table, 11% of the teachers in California were serving on emergency permits and 1% were on credential waivers. When both the emergency permits and credential waivers for teaching are added together there is a small increase to 13% compared to the combined 12% of all certificated staff shown in [Table 2](#).

**Table 3****Total Number of Teachers on Emergency Permits and Credential Waivers as Compared to Number of Employed Teachers**

Teachers Employed in California	Teaching Emergency Permits	Percentage	Teaching Credential Waivers	Percentage	Teachers on Emergency Permits and Credential Waivers
<b>264,043</b>	<b>29,718</b>	<b>11%</b>	<b>3,736</b>	<b>1%</b>	<b>13%</b>

To illustrate the distribution of emergency permits and credential waivers throughout the state, three tables, as shown below, were constructed to group counties into similar population patterns. The tables represent the ten largest counties based on certificated staff, counties with predominantly suburban population centers, and predominantly rural counties.

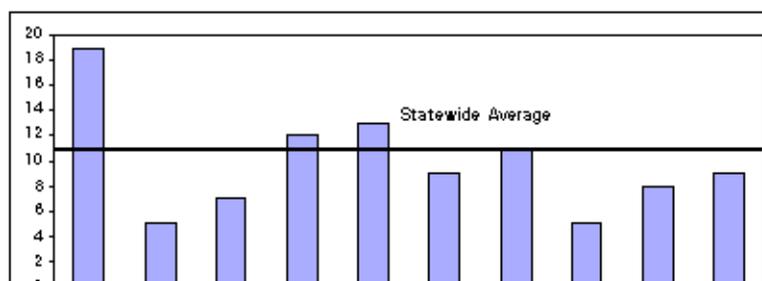
The counties which are listed in column one of each table are displayed in the order of certificated staff size. The total number of certificated staff employed in each county is listed in column two. Certificated staff consist of teachers, administrators, and services personnel (counselors, librarians, nurses, etc.). The number of emergency permits issued to the county office of education and districts within each county are listed in column three. The percentage of certificated staff employed on emergency permits is listed in column four. This percentage is derived from the total number of teachers and services personnel serving on emergency permits. Administrators are not included in the computation since the Commission does not issue permits for school administrators. The number of credential waivers issued to the county office and districts within the county are displayed in column five. The percentage of all certificated staff serving on credential waivers is displayed in column six. Unlike the emergency permits, waivers can be issued for all credentials including administrative services.

**Table 4** below includes the ten largest counties based on total certificated personnel. The percentages for emergency permits and waivers allows the reader to make comparisons between the counties, even though their sizes may vary. The table shows that Los Angeles county, which has the largest number of certificated staff of any county, employed nearly one in five of those individuals on emergency permits. In contrast, San Diego and Orange counties, which have the second and third largest numbers of certificated staff, were among the counties on this chart which used the lowest percentages of emergency permits. The table shows that none of these ten counties utilized waivers for more than 2% of their certificated staff.

**Table 4****Permits and Waivers Issued in Ten Largest Counties as Compared to Certificated Staff**

Ten Largest Counties	Certificated Staff	Emergency Permits	%	Waivers	%
Los Angeles	79,821	13,838	19%	1,950	2%
San Diego	24,678	1,227	5%	109	.4%
Orange	22,497	1,546	7%	221	1%
San Bernardino	17,624	1,939	12%	399	2%
Riverside	13,929	1,638	13%	300	2%
Santa Clara	12,665	1,082	9%	130	1%
Alameda	11,827	1,185	11%	200	2%
Sacramento	10,995	468	5%	72	.7%
Fresno	9,642	720	8%	149	2%
Contra Costa	8,250	679	9%	107	1%

Compared to 1996-97, the statewide average usage of emergency permits increased from nine percent to eleven percent in 1997-98. **Figure 3** below compares the ten largest counties to the statewide average of certificated staff employed on emergency permits. Six of the ten counties are below the statewide average.

**Figure 3****Percentage of Certificated Staff Serving on Emergency Permits Listed by the Ten Largest Counties**

Los Angeles	San Diego	Orange	San Bernardino	Riverside	Santa Clara	Alameda	Sacramento	Fresno	Contra Costa
-------------	-----------	--------	----------------	-----------	-------------	---------	------------	--------	--------------

Table 5 below includes selected counties with a large suburban population center or centers even though they may also be rural in nature. Use of emergency permits and credential waivers by counties in this group appear to be generally similar except for the two bay area counties of Sonoma and Marin. Also, those two counties along with Stanislaus county are the only regions on this chart which did not increase the percentage of permits utilized from 1996-97. Usage of waivers remained virtually equivalent to the previous year.

**Table 5**  
**Permits and Waivers Issued in Suburban Counties Compared to Certificated Staff**

Counties with Suburban Population Centers	Certificated Staff	Emergency Permits	%	Waivers	%
Kern	7,536	788	11%	135	2%
Ventura	6,492	522	9%	79	1%
San Joaquin	5,878	478	9%	69	1%
San Mateo	5,428	311	6%	97	2%
Stanislaus	4,697	226	5%	69	1%
Sonoma	4,142	92	2%	15	.4%
Solano	3,835	255	7%	62	2%
Monterey	3,640	278	8%	72	2%
Santa Barbara	3,536	188	6%	18	.5%
Marin	1,906	30	2%	7	.4%

Figure 4 below compares the selected suburban counties to the statewide average of eleven percent of certificated staff employed on emergency permits. All of the suburban counties were below the statewide average for certificated staff serving on emergency permits with the exception of Kern county which was average. Suburban counties do not have the same degree of difficulty in recruiting credentialed teachers as do urban counties as evidenced by the smaller percentage of staff serving on emergency permits or credential waivers.

**Figure 4**  
**Percentage of Certificated Staff Serving on Emergency Permits Listed by Counties with Suburban Population Centers**

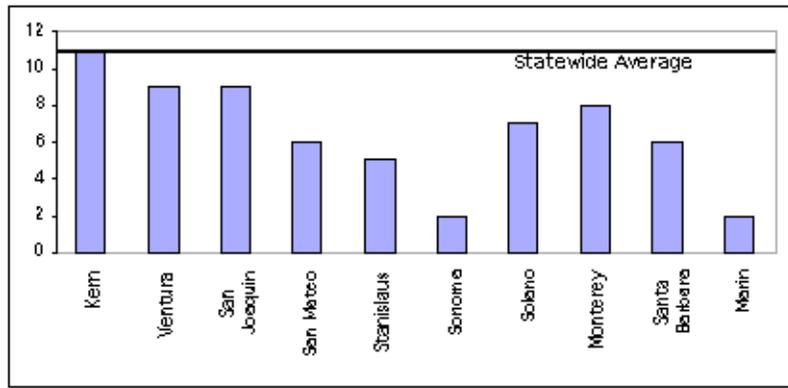


Table 6 below displays data on the emergency permits and waivers used by a selected group of counties that are predominantly rural. These counties were selected because they do not contain large metropolitan populations and geographically represent all regions of the state. The large percentage of emergency permits issued to districts in Tulare, Imperial and Kings Counties attest to the fact that rural agricultural counties often have difficulty recruiting teachers. The rural non-agricultural counties of Shasta, Humboldt and Mendocino do not experience as much difficulty recruiting teachers as do the rural agricultural counties.

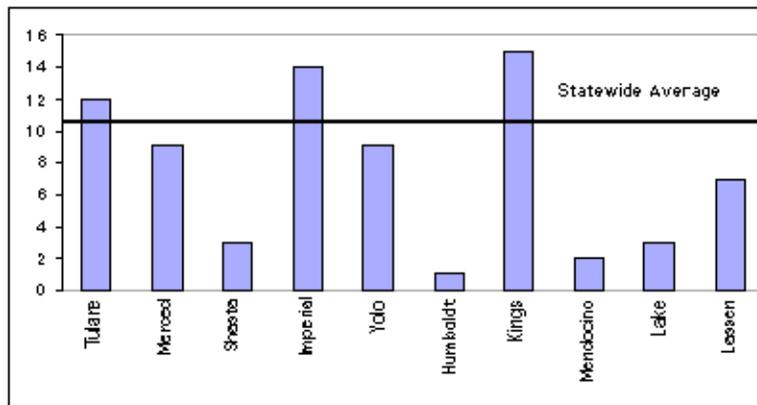
**Table 6**  
**Permits and Waivers Issued in Predominantly Rural Counties Compared to Certificated Staff**

Predominantly Rural Counties	Certificated Staff	Emergency Permits	%	Waivers	%
Tulare	4,586	501	12%	100	2%

Merced	2,660	214	9%	85	3%
Shasta	1,735	44	3%	6	.3%
Imperial	1,711	215	14%	49	3%
Yolo	1,551	135	9%	21	1%
Humboldt	1,379	13	1%	14	1%
Kings	1,316	179	15%	18	1%
Mendocino	1,036	18	2%	9	.9%
Lake	603	15	3%	10	2%
Lassen	343	21	7%	2	.6%

Figure 5 below compares the selected rural counties to the statewide average of eleven percent of certificated staff employed on emergency permits. The rural agricultural counties of Tulare, Imperial, and Kings are markedly higher than rural non-agricultural counties such as Humboldt and Mendocino.

**Figure 5**  
**Percentage of Certificated Staff Serving on Emergency Permits Listed by Predominantly Rural Counties**



### Types of Emergency Permits

Table 7 below displays the types of emergency permits issued during the past three fiscal years. Overall there was a 24% increase in the number of emergency permits issued during 1997-98 over 1996-97. This compares to a 55% increase in 1996-97 over 1995-96. The most significant changes in the numbers and types of permits issued in 1997-98 were in the areas of Crosscultural, Language and Academic Development (CLAD) permits and multiple and single subject permits. Within the numbers of multiple and single subject permits there were increases of over 100% in permits with a CLAD emphasis.

**Table 7**  
**Credential Waivers Issued in 1995-96, 1996-97 and 1997-98**

Permit Type	95-96	96-97	%	97-98	%
<b>Special Education</b>	<b>3,522</b>	<b>2,852</b>	<b>-19%</b>	<b>2,758</b>	<b>-3%</b>
<b>Total Multiple Subject</b>	<b>6,243</b>	<b>13,423</b>	<b>115%</b>	<b>17,981</b>	<b>34%</b>
Multiple Subject	5,673	12,435	119%	16,285	31%
*CLAD Emphasis	28	323	1,053%	896	177%
**BCLAD Emphasis	542	665	23%	742	12%
<b>Total Single Subject</b>	<b>5,257</b>	<b>6,430</b>	<b>22%</b>	<b>7,779</b>	<b>21%</b>
Single Subject	5,181	6280	21%	7,408	18%
*CLAD Emphasis	21	86	309%	179	108%
**BCLAD Emphasis	55	64	16%	63	-2%
<b>Library Media</b>	<b>129</b>	<b>147</b>	<b>14%</b>	<b>148</b>	<b>0%</b>
<b>Clinical Rehabilitative</b>	<b>116</b>	<b>153</b>	<b>32%</b>	<b>164</b>	<b>7%</b>
<b>Resource Specialist</b>	<b>467</b>	<b>1,419</b>	<b>203%</b>	<b>1,458</b>	<b>3%</b>
<b>BCLAD**</b>	<b>6</b>	<b>9</b>	<b>50%</b>	<b>9</b>	<b>0%</b>

CLAD*	13	70	438%	118	69%
Total	15,753	24,503	55%	30,415	24%

\*Crosscultural, Language and Academic Development

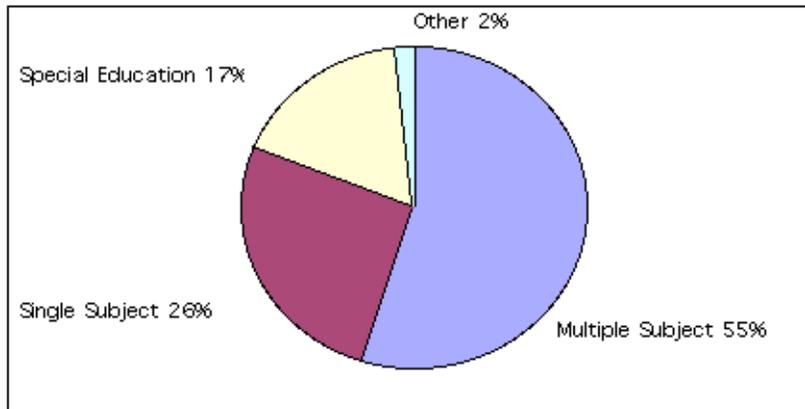
\*\*Bilingual, Crosscultural, Language, and Academic Development

The numbers in this chart include permits issued to nonpublic schools, charter schools, prison schools and the California Youth Authority as well as public schools

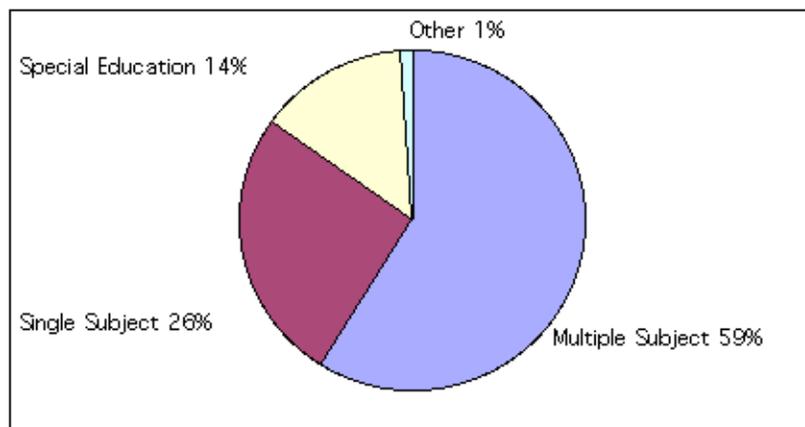
The increase in multiple subject emergency permits is related to continuation of the state effort to reduce class size in primary grades including the addition of one more grade level to the program. From the significant increase in the number of permits with the CLAD emphasis, it appears that many of the classes in this program included limited English proficient students. The growing need for teachers to work with that population of students is also evidenced by the large increases in the number of emergency CLAD permits and single subject permits with a CLAD emphasis.

Figures 6 and 7 below illustrate, by percentage, the types of emergency permits issued in both 1996-97 and 1997-98. This shows that, while overall numbers of permits increased by nearly 6,000, the distribution of the types of permits have remained relatively steady with a small increase in multiple subject permits and a small decrease in special education emergency permits.

**Figure 6**  
Types of 1996-97 Emergency Permits by Percentage  
Total Emergency Permits - 24,503



**Figure 7**  
Types of 1997-98 Emergency Permits by Percentage  
Total Emergency Permits &mdash; 30,415



**Types of Credential Waivers**

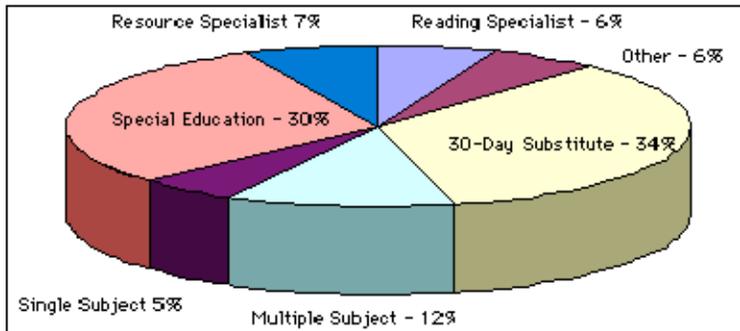
Table 8 below displays the types of credential waivers issued during the 1996-97 and 1997-98 fiscal years. This table includes waivers for non-public schools and agencies, the California Youth Authority and Department of Corrections as well as districts and county offices of education. There was a 14% decrease in the number of credential waivers issued in 1997-98 compared to 1996-97. Decreases were experienced in many types of waivers issued by the Commission. The decrease of nearly one-third in the number of multiple subject waivers is related to the Commission's policy to no longer issue those types of waivers for Class Size Reduction assignments which became effective July 1, 1997. Table 8 also shows an increase of over one-third in Clinical or Rehabilitative Services waivers indicating the growing shortage of credentialed speech therapists.

**Table 8**  
Credential Waivers Issued in 1995-96, 1996-97 and 1997-98

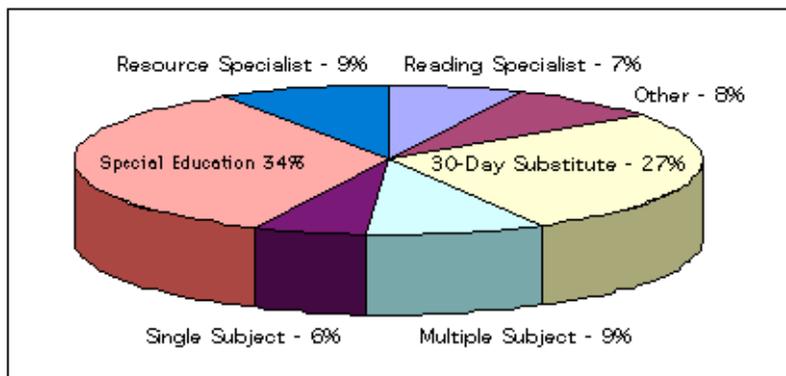
Permit/Credential Type	95-96	96-97	%	97-98	%
30-Day Substitute	560	2,584	361%	1,806	-30%
Multiple Subject	274	898	227%	613	-32%
Single Subject	248	416	68%	363	-13%
Special Education	1,073	2,313	116%	2,237	-3%
Resource Specialist	1,093	500	-54%	578	16%
Reading Specialist	458	469	2%	464	-1%
Adapted PE	81	92	4%	85	-8%
Clinical or Rehabilitative	134	165	14%	223	35%
Administrative Services	25	18	-28%	18	0%
Pupil Personnel Services	49	72	47%	89	24%
Library Media	19	34	79%	37	9%
Other	107	63	-59%	61	-3%
<b>Total</b>	<b>4,121</b>	<b>7,624</b>	<b>85%</b>	<b>6,574</b>	<b>-14%</b>

Figures 8 and 9 below illustrate, by percentage, the types of credential waivers issued in both 1996-97 and 1997-98. While the overall numbers of waivers decreased by over one thousand, the distribution of waivers only changed slightly. Those changes include mild increases in the percentages of special education and resource specialist waivers and similarly small decreases in percentages of multiple subject and 30-day substitute waivers.

**Figure 8**  
**Types of 1996-97 Credential Waivers By Percentage**  
**7,624 Waivers**



**Figure 9**  
**Types of 1997-98 Credential Waivers By Percentage**  
**Distribution of Emergency Permits and Credential Waivers issued in 1997-98**  
**6,574 Waivers**



Tables 4, 5, and 6 above displayed the number of emergency permits and waivers issued in selected counties throughout California. The following Tables 9, 10 and 11, examine the same counties but list the specific types of emergency permits and credential waivers issued to school districts in each county. The majority of emergency permits and credential waivers were issued for multiple subject, single subject and special education credentials (see Figures 7 and 9). It is for this reason that these subjects are highlighted on Tables 9, 10, and 11.

**Table 9** below displays the number of multiple subject, single subject and special education emergency permits and credential waivers requested by districts in the urban counties. The table demonstrates that there is a serious shortage of multiple subject, single subject and special education teachers in all urban counties. Nearly all of the counties used significantly more teachers on multiple subject permits and waivers than single subject. Contra Costa and Sacramento were the only counties which used fewer multiple subject permits and waivers than single subject.

**Table 9**  
**Types of Emergency Permits and Credential Waivers Issued in Urban Counties in 1997-98**

<b>Urban Counties</b>	<b>Multiple Subject</b>	<b>Single Subject</b>	<b>Special Education</b>	<b>Other</b>	<b>Total</b>
<b>Los Angeles</b>	<b>9,579</b>	<b>3,508</b>	<b>2,449</b>	<b>252</b>	<b>15,788</b>
Emergency Permits	9,315	3,432	1,005	86	13,838
Waivers	264	76	1,444	166	1,950
<b>San Diego</b>	<b>671</b>	<b>209</b>	<b>423</b>	<b>33</b>	<b>1,336</b>
Emergency Permits	659	208	332	28	1,227
Waivers	12	1	91	5	109
<b>Orange</b>	<b>858</b>	<b>397</b>	<b>458</b>	<b>54</b>	<b>1,767</b>
Emergency Permits	846	388	279	33	1,546
Waivers	12	9	179	21	221
<b>San Bernardino</b>	<b>1,108</b>	<b>491</b>	<b>652</b>	<b>87</b>	<b>2,338</b>
Emergency Permits	1,089	473	329	48	1,939
Waivers	19	18	323	39	399
<b>Riverside</b>	<b>1,042</b>	<b>428</b>	<b>442</b>	<b>26</b>	<b>1,938</b>
Emergency Permits	994	393	238	13	1,638
Waivers	48	35	204	13	300
<b>Santa Clara</b>	<b>623</b>	<b>375</b>	<b>179</b>	<b>35</b>	<b>1,212</b>
Emergency Permits	618	355	87	22	1,082
Waivers	5	20	92	13	130
<b>Alameda</b>	<b>697</b>	<b>402</b>	<b>265</b>	<b>22</b>	<b>1,386</b>
Emergency Permits	641	364	170	9	1,184
Waivers	56	38	95	13	202
<b>Sacramento</b>	<b>175</b>	<b>201</b>	<b>123</b>	<b>41</b>	<b>540</b>
Emergency Permits	169	187	76	36	468
Waivers	6	14	47	5	72
<b>Fresno</b>	<b>395</b>	<b>187</b>	<b>260</b>	<b>27</b>	<b>869</b>
Emergency Permits	361	180	167	12	720
Waivers	34	7	93	15	149
<b>Contra Costa</b>	<b>241</b>	<b>246</b>	<b>267</b>	<b>40</b>	<b>794</b>
Emergency Permits	235	225	197	22	679
Waivers	6	21	70	18	115

**Table 10** below displays the different types of emergency permits and credential waivers issued to school districts in the suburban counties identified previously. The table illustrates that most of the districts and counties in the suburban areas also had difficulty employing teachers in multiple subject, single subject and special education. The predominant shortage was multiple subject elementary school teachers. However, whereas all of the urban counties shown in the previous table used more multiple subject permits and waivers than special education, Stanislaus, Sonoma, Solano and Marin counties used more special education permits and waivers. School districts in Marin and Sonoma Counties, when compared to the other school districts in suburban counties, experienced relatively little difficulty recruiting teachers.

**Table 10**

**Types of Emergency Permits and Credential Waivers Issued in Counties with Suburban Population Centers in 1997-98**

<b>Counties with Suburban Population Centers</b>	<b>Multiple Subject</b>	<b>Single Subject</b>	<b>Special Education</b>	<b>Other</b>	<b>Total</b>
<b>Kern</b>	<b>481</b>	<b>167</b>	<b>241</b>	<b>34</b>	<b>923</b>
Emergency Permits	472	157	138	21	788
Waivers	9	10	103	13	135
<b>Ventura</b>	<b>306</b>	<b>144</b>	<b>139</b>	<b>12</b>	<b>601</b>
Emergency Permits	296	134	86	6	522
Waivers	10	10	53	6	79
<b>San Joaquin</b>	<b>276</b>	<b>144</b>	<b>107</b>	<b>20</b>	<b>547</b>
Emergency Permits	263	137	65	13	478
Waivers	13	7	42	7	69
<b>San Mateo</b>	<b>196</b>	<b>77</b>	<b>108</b>	<b>27</b>	<b>408</b>
Emergency Permits	180	69	49	13	311
Waivers	16	8	59	14	97
<b>Stanislaus</b>	<b>93</b>	<b>49</b>	<b>139</b>	<b>15</b>	<b>296</b>
Emergency Permits	84	47	83	13	227
Waivers	9	2	56	2	69
<b>Sonoma</b>	<b>27</b>	<b>29</b>	<b>49</b>	<b>3</b>	<b>108</b>
Emergency Permits	27	28	34	3	92
Waivers	0	1	15	0	16
<b>Solano</b>	<b>89</b>	<b>110</b>	<b>109</b>	<b>9</b>	<b>317</b>
Emergency Permits	86	99	65	5	255
Waivers	3	11	44	4	62
<b>Monterey</b>	<b>218</b>	<b>63</b>	<b>59</b>	<b>10</b>	<b>350</b>
Emergency Permits	202	50	23	3	278
Waivers	16	13	36	7	72
<b>Santa Barbara</b>	<b>82</b>	<b>56</b>	<b>59</b>	<b>9</b>	<b>206</b>
Emergency Permits	82	53	50	3	188
Waivers	0	3	9	6	18
<b>Marin</b>	<b>3</b>	<b>15</b>	<b>15</b>	<b>4</b>	<b>37</b>
Emergency Permits	3	11	14	2	30
Waivers	0	4	1	2	7

Table 11 below displays the types of emergency permits and credential waivers issued to districts in predominantly rural counties. Rural agricultural counties such as Tulare, Merced, Imperial, Yolo and Kings demonstrate the difficulty of recruiting elementary, secondary and special education teachers to small farming communities. Merced county particularly displays a high need for special education teachers as they used a higher number of permits and waivers for those assignments than for multiple subject assignments. Those counties that are rural but predominantly non-agricultural such as Shasta, Humboldt, Mendocino, Lassen and Lake did not have as much difficulty recruiting teachers. However, all of those counties except Lassen demonstrated a particular need for special education teachers.

**Table 11  
Types of Emergency Permits and Credential Waivers Issued in Counties That are Predominantly Rural in 1997-98**

<b>Predominantly Rural Counties</b>	<b>Multiple Subject</b>	<b>Single Subject</b>	<b>Special Education</b>	<b>Other</b>	<b>Total</b>

<b>Tulare</b>	<b>329</b>	<b>142</b>	<b>121</b>	<b>10</b>	<b>602</b>
Emergency Permits	297	136	63	6	502
Waivers	32	6	58	4	100
<b>Merced</b>	<b>106</b>	<b>52</b>	<b>134</b>	<b>7</b>	<b>299</b>
Emergency Permits	96	49	62	7	214
Waivers	10	3	72	0	85
<b>Shasta</b>	<b>17</b>	<b>10</b>	<b>22</b>	<b>1</b>	<b>50</b>
Emergency Permits	17	10	17	0	44
Waivers	0	0	5	1	6
<b>Imperial</b>	<b>98</b>	<b>103</b>	<b>51</b>	<b>12</b>	<b>264</b>
Emergency Permits	95	98	22	0	215
Waivers	3	5	29	12	49
<b>Yolo</b>	<b>70</b>	<b>49</b>	<b>33</b>	<b>4</b>	<b>156</b>
Emergency Permits	67	46	21	1	135
Waivers	3	3	12	3	21
<b>Humboldt</b>	<b>0</b>	<b>4</b>	<b>20</b>	<b>3</b>	<b>27</b>
Emergency Permits	0	4	8	1	13
Waivers	0	0	12	2	14
<b>Kings</b>	<b>102</b>	<b>57</b>	<b>30</b>	<b>8</b>	<b>197</b>
Emergency Permits	100	51	24	4	179
Waivers	2	6	6	4	18
<b>Mendocino</b>	<b>7</b>	<b>1</b>	<b>16</b>	<b>3</b>	<b>27</b>
Emergency Permits	7	1	10	0	18
Waivers	0	0	6	3	9
<b>Lake</b>	<b>5</b>	<b>4</b>	<b>16</b>	<b>0</b>	<b>25</b>
Emergency Permits	5	4	6	0	15
Waivers	0	0	10	0	10
<b>Lassen</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>23</b>
Emergency Permits	11	7	3	0	21
Waivers	0	0	1	1	2

### New Issuances and Reissuances of Emergency Permits and Waivers

Table 12 below displays the number of emergency permits and credential waivers. The table includes first time issuances (individuals who have not held a previous permit or waiver), new type issuances (individuals who have held a previous permit or waiver for another type of certification), reissuances and other types. The latter category consists largely of added restrictions which indicate that an individual is serving more than one employer.

**Table 12**  
**New Issuances and Reissuances of Emergency Permits and Waivers 1997-98**

	<b>First Time</b>	<b>New Type</b>	<b>Reissuance</b>	<b>Other</b>
<b>Permits</b>	6,368	9,828	13,518	315
<b>Waivers</b>	2,544	249	1,940	35

The numbers in this chart show that over 20% of the permits and over half of the waivers in 1997-98 were issued to individuals new to education. However, of the more than 16,000 individuals who received their first emergency permit (this includes the first time and new type columns on the chart), more than 60% had previous experience in education. In most cases these individuals served previously as day-to-day substitutes.

### Subject Authorizations on Single Subject Emergency Permits

Tables 13, 13A and 13B below list specific teaching subject authorizations of single subject emergency permits issued during the 1995-96, 1996-97 and 1997-98 fiscal years. The total number of subject authorizations exceed the number of emergency permits issued due to the fact that more than one subject may be listed on a document. Issuances of permits for math and science continue to be high as these are statewide shortage areas which are recognized by the Commission. Although English has not traditionally been recognized as a shortage area the numbers of permits utilized for this subject were equivalent to those for math. Permits for social science and physical education were also relatively high for subjects which are not traditionally considered to be shortage areas. The numbers of permits in English, social science and physical education appear to confirm the finding that certain types of school districts (urban inner-city and rural farming) have great difficulty attracting credentialed teachers even in subjects where there are no shortages.

Table 13A reflects the distribution of emergency permits for science by the specific science areas. The Commission revised the subject areas for science in 1995 to include the four specific areas of biological sciences, chemistry, geosciences and physics. The subjects life science and physical science were eliminated. However, individuals who were enrolled in programs for those credentials and had obtained an emergency permit for those subjects prior to the change were allowed to continue renewing those documents in order to give them time to complete the program. Therefore, emergency permits in those subjects have steadily declined since 1995 as those individuals earn their credentials. Nearly half of the science permits were issued for biological sciences.

**Table 13**  
**Single Subject Authorizations on Emergency Permits**

<b>Subject</b>	<b>1995-96</b>	<b>% of Total</b>	<b>1996-97</b>	<b>% of Total</b>	<b>1997-98</b>	<b>% of Total</b>
Agriculture	9	.01%	11	.1%	25	.3%
Art	111	2%	127	2%	155	2%
Business	122	2%	155	2%	199	2%
English	993	16%	1,249	17%	1,577	18%
Foreign Language Total (Table 12A)	454	7%	548	8%	663	7%
Government	1	0%	0	0%	0	0%
History	10	.01%	6	.08%	4	.04%
Health Science	51	.08%	59	.8%	116	1%
Home Economics	36	.05%	46	.6%	62	.7%
Industrial Technology Education	57	.09%	55	.7%	76	.9%
Mathematics	1,226	20%	1,381	19%	1,580	18%
Music	220	4%	280	4%	361	4%
Physical Education	469	8%	582	8%	756	8%
Science Total (Table 12B)	1,377	23%	1,716	24%	2,070	23%
Social Science	936	15%	1,033	14%	1,289	14%
<b>Total</b>	<b>6,072</b>		<b>7,248</b>		<b>8,933</b>	

**Table 13A**  
**Science Emergency Permits**

<b>Subject</b>	<b>1995-96</b>	<b>% of Total</b>	<b>1996-97</b>	<b>% of Total</b>	<b>1997-98</b>	<b>% of Total</b>
Life Science	302	22%	187	11%	113	5%
Physical Science	299	21%	180	10%	106	5%
Science: Biological Science	361	26%	716	42%	1,015	49%
Science: Chemistry	221	16%	356	21%	498	24%
Science: Geosciences	47	3%	69	4%	94	5%
Science: Physics	147	11%	208	12%	244	12%

<b>Science Total</b>	<b>1,377</b>	<b>1,716</b>	<b>2,070</b>
----------------------	--------------	--------------	--------------

Permits for foreign languages accounted for 7% of the subjects. **Table 13B** provides information on the languages for which those permits were issued. The numbers show that permits for teaching Spanish accounted for 86% of the foreign language permits while French constituted 9% of those documents and the remaining 5% was divided among eight languages.

**Table 13B  
Foreign Language Emergency Permits**

<b>Subject</b>	<b>1995-96</b>	<b>% of Total</b>	<b>1996-97</b>	<b>% of Total</b>	<b>1997-98</b>	<b>% of Total</b>
Foreign Language: Chinese	5	1%	4	.7%	7	1%
Foreign Language: French	44	10%	46	8%	57	9%
Foreign Language: German	5	1%	6	1%	10	2%
Foreign Language: Italian	1	.2%				
Foreign Language: Japanese	11	2%	13	2%	11	2%
Foreign Language: Korean	1	.2%	4	.7%	3	.5%
Foreign Language: Laotian	2	.4%	3	.5%	4	.6%
Foreign Language: Mandarin	0	0%	0	0%	1	.02%
Foreign Language: Russian	2	.4%	1	.1%	1	.02%
Foreign Language: Spanish	383	84%	471	86%	567	86%
Foreign Language: Vietnamese	0	0%	0	0%	2	.03%
<b>Foreign Language Total</b>	<b>454</b>		<b>548</b>		<b>663</b>	

To better describe the distribution of the various subject areas, **Table 14** below displays the highest requested subject areas -- the sciences, mathematics, English, social science and physical education -- listed by each county. The table illustrates that the large urban counties request the majority of the English, social science and physical education emergency permits while almost all the counties request sciences and mathematics emergency permits. In several of the larger counties such as Alameda, Orange, Riverside and San Bernardino, the numbers of permits for English and/or social science were equivalent to or outnumbered those for the shortage areas of math and/or science. The fact that the rural counties of Alpine, Mono, Sierra and Siskiyou did not request any of the single subjects listed in this table again attests to the fact that rural non-agricultural counties do not have as much difficulty recruiting the teachers they need.

**Table 14  
The number of emergency permits requested by subject area and county for 1997-98**

<b>Name of County</b>	<b>Sciences</b>	<b>Math</b>	<b>English</b>	<b>Social Science</b>	<b>Physical Education</b>
Alameda	56	60	70	72	54
Alpine	0	0	0	0	0
Amador	0	0	0	0	1
Butte	0	3	2	1	1
Calaveras	0	0	0	0	0
Colusa	0	2	2	1	0
Contra Costa	53	50	41	44	26
Del Norte	0	1	0	0	1
El Dorado	1	5	2	2	4
Fresno	38	28	37	19	24
Glenn	1	0	3	0	0
Humboldt	0	0	0	0	1
Imperial	34	20	23	23	9

Inyo	2	0	1	3	0
Kern	37	26	36	28	10
Kings	7	7	14	15	6
Lake	2	0	1	1	0
Lassen	1	1	3	1	0
Los Angeles	1,150	807	697	548	310
Madera	6	5	5	0	1
Marin	0	3	3	3	0
Mariposa	1	0	2	1	0
Mendocino	0	0	0	0	1
Merced	5	5	9	9	1
Modoc	0	0	0	0	1
Mono	0	0	0	0	0
Monterey	21	6	10	10	6
Napa	2	6	3	3	3
Nevada	3	0	1	0	0
Orange	101	53	78	54	38
Placer	6	7	2	7	0
Plumas	0	1	0	1	0
Riverside	91	71	89	80	27
Sacramento	38	35	38	23	25
San Benito	1	9	0	5	1
San Bernardino	102	100	102	72	54
San Diego	43	39	33	32	10
San Francisco	31	13	17	18	5
San Joaquin	23	28	35	22	12
San Luis Obispo	0	1	1	2	1
San Mateo	17	10	15	5	9
Santa Barbara	7	8	9	4	4
Santa Clara	90	58	70	66	41
Santa Cruz	7	19	14	22	11
Shasta	1	5	2	2	0
Sierra	0	0	0	0	0
Siskiyou	0	0	0	0	0
Solano	22	23	16	15	16
Sonoma	3	9	5	3	1
Stanislaus	6	7	8	10	5
Sutter	2	1	0	1	3
Tehama	0	0	0	1	0
Trinity	1	0	0	1	0
Tulare	27	16	30	21	14
Tuolumne	0	0	0	0	1
Ventura	23	26	34	28	9

Yolo	8	5	10	9	7
Yuba	0	1	4	1	2
<b>Total</b>	<b>2,070</b>	<b>1,580</b>	<b>1,577</b>	<b>1,289</b>	<b>756</b>

### Distribution of Emergency Permits and Credential Waivers by Selected Districts

The tables above have reviewed the usage of emergency permits and credential waivers by selected counties. To have a full picture of the usage of emergency permits and credential waivers it is important to review individual districts. Appendix A includes 8 tables that display 40 districts grouped by size, location and use of emergency permits. The tables illustrate which areas of the state are experiencing acute shortages of teachers. Each table lists the total certificated staff for each district; the number of emergency permits or credential waivers issued to each district; the percentage of staff on either emergency permits or credential waivers; the number of special education, multiple subject, single subject emergency permits and waivers issued to each district. The emergency permit charts also include the subjects of science, mathematics, English, social science and physical education. These subjects are listed to demonstrate which areas of the state are experiencing difficulty recruiting teachers for these subjects.

Not all of the districts in California requested emergency permits. Figure 10 below illustrates that 28% or 294 districts did not employ emergency permit teachers during 1997-98. This is a decrease of 54 districts (7%) from 1996-97 which shows increased usage of permits by more districts. The districts that did not use emergency permits are scattered throughout California; however, they tend to be in predominantly rural areas of California.

**Figure 10**  
**Percentage of Districts Requesting Emergency Permits**

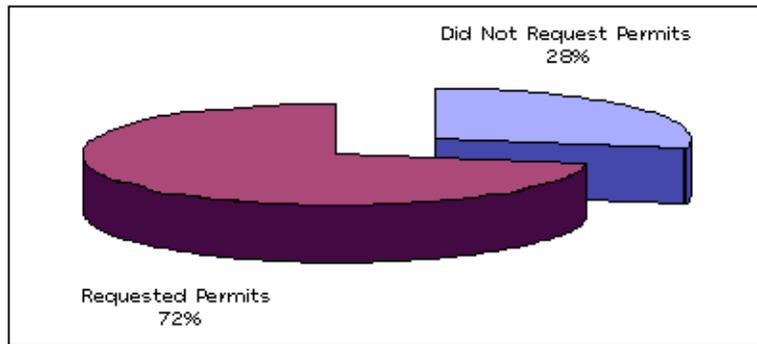


Table A1 lists large urban school districts which were selected based on the number of certificated staff employed by each district. Four of the ten districts fall below the 11% average of California certificated staff employed on emergency permits. This indicates that recruitment of multiple subject, single subject and special education teachers continues to be difficult in these large urban districts. The table shows that two of the largest districts, Fresno Unified and San Diego City Unified, used the smallest percentages of permits of the ten districts listed on this table. All of these districts used more multiple subject permits than single subject or special education permits. These districts request large numbers of single subject permits for the recognized shortage subjects of math and science as well as English, social science and physical education which are not traditionally recognized as shortage areas.

Table A2 shows the credential waivers used by the same ten districts during 1997-98 as well as the credential areas of the waivers and percentage of certificated staff on waivers. Five of the districts were at or above the statewide average of 2% of certificated staff serving on credential waivers. San Diego City Unified used the lowest number of waivers. All of the waivers for Los Angeles Unified and San Bernardino City Unified were for special education assignments.

Table A3 lists selected suburban school districts. These districts were selected based on the suburban nature of the districts as well as to provide a geographic representation of the state. Only one of these districts was above the statewide average of 11% of certificated staff on emergency permits. While the number of certificated staff in several of these districts is comparable to that of some of the districts on the previous charts for urban districts, their utilization of permits for the non-shortage subjects of English, social science and physical education is much lower. These numbers indicate that these districts have less difficulty in recruiting appropriately credentialed staff.

Table A4 shows the use of credential waivers by the same districts as shown in Table A3. All of these districts were at or below the statewide average of 2% of certificated staff on waivers. Four of the districts were well below 1%. The table shows nearly all of the waivers obtained by these districts were for special education assignments which demonstrates a particular shortage of those specially trained individuals in suburban areas.

Table A5 lists selected rural schools. These districts were selected based on their geographic isolation from universities with teacher preparation programs as well as to provide a geographic representation of the state. Only four of these districts were below the statewide average of 11% of certificated staff on emergency permits. Coachella Valley Unified, which is in a particularly isolated desert region, and Soledad Unified, which is in an isolated area with a large population of limited English proficient students, used more than twice the average percentage of permits. Most of the permits requested by employers in the ten districts on this table were for multiple subject assignments.

Table A6 represents the credential waivers requested by the districts listed in Table A5. Only four of the districts were below

the statewide average of 2% of certificated staff on waivers. Two of the districts, Ukiah Unified and Cutler-Orosi Joint Unified used no waivers. While most of the districts which requested waivers demonstrate a particular need for special education teachers, Coachella Valley Unified and Soledad Unified show a shortage of teachers for multiple subject assignments.

Table A7 displays a selection of districts that used emergency permits for more than 20% of their certificated staff in 1996-97. The districts were selected based on geographic locations to give a picture of where high need districts are located throughout the state in both urban and rural regions. These districts tend to be elementary districts due to their need for multiple subject teachers. In comparison to 1996-97, seven districts remain above the 20% level in 1997-98 for employment of staff on emergency permits. Two districts in rural agricultural areas, Raisin City Elementary and Rockford Elementary, reduced their use of emergency permits to below the statewide average of 11%. Most of the permits used by these districts were for multiple subject assignments while relatively few in either rural or urban areas were for special education.

Table A8 reviews credential waivers issued to the same districts as those listed on Table A7. Although Holtville Unified and Roseland Elementary school districts in rural areas had a high percentage of staff on emergency permits, they employed few or no individuals on waivers. All of the districts which were below the 2% average employment of individuals on waivers are in rural areas. One of the rural districts, Raisin City Elementary, employed only one individual on a waiver but that individual accounted for 5% of the district's staff. Compton Unified, a large urban inner-city district, utilized waivers for 20% of its staff in all of the credential areas displayed on the table including a significant number of waivers for multiple subject assignments.

## SECTION IV: Non-Public Schools and Agencies

The data displayed in Section III of this report does not include emergency permits and credential waivers requested by non-public schools, non-sectarian schools and agencies. These schools and agencies are licensed by the California Department of Education based upon standards in the Education Code and California Code of Regulations, Title 5, to serve special education students through contracts with public school districts. One of the licensing requirements for these schools is to employ credentialed special education teachers, the same as public school districts. Due to the statewide shortage of special education teachers, non-public schools experience difficulty in recruiting special education teachers so they request emergency permits and credential waivers to meet their staffing needs. Individuals employed on emergency permits and credential waivers at non-public schools must meet the same requirements as those employed by public schools.

The following tables display the number of emergency permits and credential waivers issued to non-public schools and agencies by county, the types of emergency permits and the types of credential waivers that were issued in 1997-98. [Table 1](#) illustrates the difficulty non-public schools have in recruiting credentialed teachers because more waivers were requested statewide than emergency permits. In October of 1997 requirements for emergency special education permits changed to no longer require that an individual hold a regular education credential to qualify for the permit. While that remains as an option to qualify, the new regulations allow individuals with appropriate course work or experience to obtain the permit. This has helped many more individuals to qualify for the permit. However, since the regulations for this permit did not become effective until late October many individuals who would have qualified for the permit under the new regulations continued to be employed on waivers for the 1997-98 school year.

Tables 2 and 3 illustrate that these schools employ primarily special education teachers and relatively few individuals for regular education classes on multiple or single subject documents.

**Table 1  
The Number of Emergency Permits and Credential Waivers Issued to Non-Public Schools by County.**

County	Emergency Permits	Credential Waivers	Total
Alameda	24	17	41
Contra Costa	12	20	32
El Dorado	1	1	2
Fresno	0	2	2
Los Angeles	105	415	520
Marin	1	0	1
Mendocino	2	1	3
Monterey	3	0	3
Napa	3	1	4
Nevada	4	6	10
Orange	10	29	39
Placer	1	0	1

Riverside	25	63	88
Sacramento	42	38	80
San Bernardino	18	51	69
San Diego	42	6	48
San Francisco	4	8	12
San Joaquin	6	0	6
San Mateo	0	9	9
Santa Barbara	5	3	8
Santa Clara	8	5	13
Shasta	2	0	2
Solano	6	0	6
Sonoma	10	1	11
Stanislaus	6	9	15
Ventura	3	4	7
Yolo	1	9	10
<b>Total</b>	<b>344</b>	<b>698</b>	<b>1,042</b>

**Table 2**  
**Types of Emergency Permits Issued to Non-Public Schools and Agencies in 1997-98.**

<b>Types of Emergency Permits</b>	
Clinical & Rehabilitative Services	1
Single Subject	7
Multiple Subject	32
Special Education	304
<b>Total</b>	<b>344</b>

**Table 3**  
**Types of Credential Waivers Issued to Non-Public Schools and Agencies in 1997-98.**

<b>Types of Credential Waivers</b>	
Resource Specialist	4
Adaptive Physical Education	7
Clinical & Rehabilitative Services	13
30-Day Substitutes	13
Multiple Subject	2
Special Education	659
<b>Total</b>	<b>698</b>

## Section V:

### 30 Day Substitute Emergency Permits and Waivers

Substitute teachers serve an important function in the educational system by filling in as the teacher when the full-time teacher is unavailable. For an individual to qualify for the 30-Day Substitute Emergency Permit, he or she must possess a bachelor's or higher degree from a regionally accredited college or university and pass the CBEST. All substitutes must also complete the Commission's professional fitness review. The 30 day reference in the title of the permit means that an individual

can substitute for no more than thirty days for a single teacher during a school year. They may, however, substitute for an unlimited number of days for various teachers throughout the school year. The substitute permit is intended to meet the day-to-day substitute needs of a school district.

The expansion of the Class Size Reduction program in 1997-98 continued to deplete pools of day-to-day substitute teachers throughout California. In order to meet the need for new teachers, districts employed those substitute teachers with full credentials or those who were eligible for long term multiple subject credentials as full-time teachers. As the supply of day-to-day substitutes decreased districts filled the need for these teachers by requesting credential waivers.

During the 1997-98 school year the Commission issued 43,076 30-Day Substitute Emergency Permits and districts requested 1,806 30-Day Substitute credential waivers to meet the demand. When a district requested a credential waiver for the substitute permit, the district requested the need to waive either CBEST, or the bachelor's degree or on rare occasions, both. **Table 1** illustrates the number of permits and credential waivers issued during the past three years.

There was a 31% increase in 30-Day Substitute Emergency Permits in 1997-98 over 1996-97 as illustrated on **Table 1**. However, in contrast, there was a 30% reduction in the number of 30-Day Substitute Waivers which indicates that employers have had less difficulty in finding individuals who qualify for the permit to staff their substitute pools.

**Table 1**  
**Number of 30-Day Substitute Emergency Permits and Waivers for the Past Three Years**

<b>30-Day Substitute</b>	<b>1994</b>	<b>1995</b>	<b>%</b>	<b>1996</b>	<b>%</b>	<b>1997</b>	<b>%</b>
Permits	26,315	24,860	-5%	32,859	32%	43,076	31%
Waivers	418	560	34%	2,584	361%	1,806	-30%

## Section VI:

### Final Observations

The use of uncredentialed teachers is not new to California, for over 25 years the Commission has granted emergency permits. Recent developments in California have focused attention on public education and in particular the need for credentialed teachers. This report has been prepared to provide information on the utilization of emergency permits and credential waivers by California employers in 1997-98. Shortages of fully prepared staff for service in California's schools has resulted in increases in the overall number of permits and waivers in public schools as well as the number of employers needing to employ individuals on these documents in recent years. That increased need is demonstrated by the fact that the number of employers using emergency permits grew from 65% in 1996-97 to 72% in 1997-98. This report attempts to understand why these districts need emergency permits and credential waivers by examining them based on their location in California. It examines counties and districts that can be considered urban, suburban or rural.

This report does not attempt to explain why counties and districts are experiencing difficulty recruiting credentialed teachers, rather it confirms the fact that they have such difficulty. The tables and figures displayed in this report show that large urban school districts and small school districts located in rural agricultural counties have the greatest difficulty recruiting multiple subject and special education teachers. Although there are exceptions to this general conclusion, it is safe to say that California needs to recruit and prepare additional teachers for these high need districts. Although the numbers are small in the rural districts, the percentage of staff who are uncredentialed often times is high.

The number of multiple subject emergency permits issued from 1996-97 to 1997-98 grew by over 4,500, an increase of 34%. This can be attributed to the expanded need for elementary teachers in grades kindergarten through third. This growth is not as pronounced as the 115% increase in multiple subject permits from 1995-96 to 1996-97. Single subject emergency permits also experienced an increase of over 1,400 (21%) from 1996-97. However, emergency permits for special education showed a slight decrease. Commission workload data indicates a 35% increase in the number of special education credentials granted in 1997-98. While this is far from enough to fill the need for special education teachers it indicates that employers are filling positions with fewer individuals on emergency permits. The data in this report also shows that emergency permits for teaching limited English proficient students more than doubled in 1997-98 from the previous year, including an increase of over 550 such permits for elementary classrooms. The overall statistics show that 30,415 emergency permits and 4,768 credential waivers were issued in 1997-98 verifying the severe shortage of fully trained teachers that is being experienced in California.

Although teachers on emergency permits have helped to fill a significant need while they are in the process of completing a teacher preparation program, it is crucial that aggressive steps be taken to recruit teachers from various groups of potential candidates. Numerous initiatives have been implemented in recent years to attempt to alleviate the need for teachers on emergency permits and credential waivers.

In an effort to draw from the supply of trained teachers from other states, two pieces of legislation have been approved in recent years. In 1997 the Commission implemented a process that allows out-of-state credentialed elementary teachers an additional year to complete California certification requirements. The Commission took this action to provide these teachers time to adjust to a new job and new environment. An out-of-state elementary credentialed teacher now has up to seven years

to complete the requirements for a California credential. The Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997 (AB 838, Pacheco), which became effective January 1, 1998, authorizes the Commission to issue a five-year credential to out-of-state credentialed teachers during which time they must meet specified California requirements.

The second legislative act provides for two methods of encouraging trained teachers from other states to seek employment in California by easing the path to California certification. The first provision of Assembly Bill 1620 (Scott), which became effective September 17, 1998, exempts credentialed teachers from other states who have completed three or five years of full-time classroom experience from several of the current requirements for the professional clear credential. The second provision of this legislation requires the Commission to engage in a study to determine the equivalency of preparation programs in each of the other states to California programs in an effort to establish true reciprocity with those states. The Commission has established panels which have begun to review programs from several states.

To help retain emergency permit teachers, the Legislature passed the California Pre-Internship Teaching Program (AB 351, Scott) in 1997 which provides these teachers with systematic support for the classroom as well as support to become competent in the subject they teach. The original legislation provided \$2 million in \$2,000 grants to public school districts. The funding has been increased to \$11.8 million for school districts to develop programs that provide early, focused and intensive preparation in the subject matter the emergency teachers are assigned to teach and in the development of classroom management, pupil discipline and basic instruction methodologies. The intent of the program is to provide better preparation for the uncredentialed teacher, with the understanding that this additional preparation will help the pre-intern remain in teaching.

Internship programs through universities and school districts have been greatly expanded. Funds available for these programs were increased by nearly 75%, from \$6.5 million to \$11 million, in the 1998-99 budget. This will allow programs to prepare more than 7,300 interns. These programs are extremely successful in that the retention rate for graduates is 87% compared to 50% for individuals obtaining certification through more conventional routes.

Under current regulations, individuals pursuing a teaching credential in California must complete a bachelor's degree in an academic subject and complete their teacher preparation program as a fifth year of study. Senate Bill 2042 (Alpert and Mazzoni) encourages institutions of higher education to begin teacher preparation in the undergraduate years, blending theory and practice, subject matter and pedagogy, and providing candidates with early teaching field experiences. Experience from other states shows that this approach to teacher preparation leads to more effective preparation, in a shorter period of time.

Funding for the Beginning Teacher Support and Assessment Program (BTSA) co-administered by the Commission and the California Department of Education was increased from \$17.5 million to \$67.8 million. This program provides systematic support to credentialed beginning teachers. Although the program does not directly impact the emergency permit process, over 92% of beginning teachers who complete the BTSA program remain in the teaching profession compared to a national average of about 50%, thus reducing the need for novice teachers.

In 1997 the Legislature and the Governor established the California Center on Teaching Careers, CAL TEACH, (SB 824, Greene) to recruit new individuals into the profession. The Center has developed a series of Public Service Announcements for radio and television that encourage individuals to contact an 800 number for information about the teacher preparation process and job openings. They have also developed a web page where individuals may find information about credential requirements, teacher preparation programs, other on-line teaching resources and provides a place where resumes and job openings may be posted.

The Commission also sponsored Assembly Bill 496 (Alpert and Mazzoni) to encourage more teachers to become qualified to teach mathematics. Participating teachers are provided a loan to cover the costs of retraining. Those who complete teacher preparation in mathematics, and serve as mathematics teachers, have their loans forgiven. AB 496 appropriates to the Commission \$1.58 million for the first year of a six-year program of grants to be administered by the Commission. Local Education Agencies wanting 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. This bill complements existing efforts such as the Assumption Program of Loans for Education (the APLE Program) which has been significantly increased from 400 to 4,500 awards per year to support the recruitment of prospective teachers who need financial assistance.

The Commission, Governor and Legislature are working together to help recruit teachers from out-of-state, provide systematic support for pre-interns, provide additional funding for internship programs and BTSA, encourage individuals through CAL TEACH to become teachers and encourage individuals to become mathematics teachers by providing monetary awards. All of these initiatives together should help California meet its need for additional teachers for the future.



[Back to the Top](#) |

[Back to May 1999 Agenda](#) |

[Return to "Agenda Archives"](#) |

[Return to "About CTC"](#) |





## California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** PUB-1

**Title:** Proposed Title 5 Regulations Section 80071 Related to the Examination Score Validity

✓ Action

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

---

### PUBLIC HEARING

#### Section 80071 of Title 5 California Code of Regulations Pertaining to Examination Score Validity

#### Introduction

The proposed amendments to Section 80071 pertaining to examination score validity are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of that notification distributed in coded correspondence #99-9905, dated March 9, 1999

#### Background of the Proposed Regulations

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

#### Proposed Changes

The following is a brief discussion of the proposed amendments to §80071, by sub-section. *The Article Title* in the proposal, Article 3 has been re-titled to reflect 1) the numerous exam-related regulations found in this article, and 2) the re-naming of the *examination waivers* to *subject matter programs*.

§80071(a)The proposed amendments would add clarity by using more appropriate terms, removing redundant or insignificant statements, and expanding "credential" to include "certificate, permit, or waiver". §80071(b)

The proposed amendments to this section would clarify that the five-year limit applies to *each* examination score used to satisfy certification requirements.

§80071(c)The proposal clarifies that the five-year limit applies to both methods available to satisfy the Reading Instruction Competence Assessment (RICA). §80071(d)This proposed subsection places current policy into regulations by clarifying that the five-year limit does not apply to examination scores that have been previously used for other types of certification. §80071(e)Proposed subsection (e) specifies the examinations that are unaffected by the five-year limit, such as those used to satisfy the knowledge of the United States Constitution requirement.

## Financial Impact

Because the proposed wording only places into regulations the interpretation consistently used by the Commission when addressing this issue, there will be no financial impact on the Commission, state colleges and universities, individuals, or businesses. There are no mandated costs.

## Notice of Proposed Rulemaking Mailing List and Responses

### Mailing List

- Commission Members on the Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the County Superintendent of Schools' Offices
- Superintendents of Selected School Districts
- Deans of Education at the Institutions of Higher Education with Commission-Approved Programs
- Credential Analysts at the Institutions of Higher Education with Commission-Approved Programs
- Presidents of Select Professional Educational Associations

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

### Tally of Responses

In Support	In Opposition
1 organizational opinion	1 organizational opinion
6 personal opinions	1 personal opinion

### Responses Representing Organizational Opinions in Support

- Clear Creek School District: Karen E. Boettcher-Chizek, Superintendent and Principal

### Responses Representing Personal Opinions in Support

- Lilia B. Dickson, Associate Superintendent for Personnel and Instruction, South Whittier School District
- Michael Kotar, Chair, Department of Education, CSU Chico
- Russell K. Kusama, Principal, Progress Ranch School
- Jeanie Milliken, Director of Teacher Education, Point Loma Nazarene University
- Wes Putsma, Director of Human Resources, Orange Unified School District
- Marsha K. Savage, Ph.D., Chair, Division of Education, California Baptist University

*Because Ms. Mack and Mr. Reilly have similar concerns, expressed below, Commission staff has given one response, which follows their comments.*

### Responses Representing Organizational Opinions in Opposition

- Non-Profit, Non-Public Schools: Cynthia Mack, Administrator, Milestones of Development  
*Comment:*  
It would make it more difficult for the non-profit, non-public, smaller schools to hire and maintain staff.

### Responses Representing Personal Opinions in Opposition

- Robert Reilly, Principal, Zinsmeyer Academy  
*Comment:*  
These regulations do not address the needs of California regarding the lack of experienced,

credentialed teachers. Most especially in the area of Special Education. Teachers who are credentialed in other states should be able to take the C-BEST and have their credential cleared. When this happens, a number of positions could be filled on a permanent basis.

*Commission Staff Response:*

Most examinations currently used for certification have been created specifically to meet California needs and are rarely used by other states. Most out-of-state trained individuals would not have had the need or the opportunity to take these tests so would not be affected by the five-year validity issue. Individuals trained in California would need to satisfy these examinations before their institutions could recommend them for certification, and very few individuals wait beyond five years from their test dates to apply. Because of this, the five-year validity issue does not have a strong impact on the recruitment and retention of teachers.

**Staff Recommendation**

The staff recommends that the Commission adopt the proposed regulations.

---



Certification, Assignment and Waivers Division  
(916) 445-7254 Web Site: <http://www.ctc.ca.gov>  
E-Mail: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

OFFICE OF THE EXECUTIVE DIRECTOR

99-9905

DATE: March 6, 1999

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

**Notice of Public Hearing is Hereby Given:**

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

May 6, 1999  
1:30 p.m.  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814

**Statement of Reasons**

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

*The Article Title*

In the proposal, Article 3 has been re-titled to reflect the changes that have occurred over the years. The

proposed title reflects the numerous exam-related regulations found in this article, and, with the addition of the credential waiver structure in 1994, the re-naming of the *examination waivers* to *subject matter programs*.

#### §80071(a)

This proposal would make the following changes to this subsection.

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

#### §80071(b)

With regard to examinations that have multiple passing score requirements, the current wording in §80071 does not clearly specify if the five-year limit pertains to each required score or to the examination in its entirety. The proposed regulation would apply the five-year limit to *each* score required for the examination. As an example, the Multiple Subjects Assessment for Teachers (MSAT) is one of the examinations with a multiple passing score requirement. The MSAT has three passing score requirements: 1) a score of at least 148 on the Content Knowledge section, 2) a score of a least 147 on the Content Area Exercise section, and 3) a total score of at least 311. In this proposal, an individual who meets the passing score requirement for, say, the Content Area Exercise section must then meet the passing score requirements for the Content Knowledge section and the total score plus apply for the credential within five years of the Content Area Exercise passing date. This is the interpretation used by the Commission, and, more importantly, it establishes the individual's *current* subject matter knowledge.

#### §80071(c)

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

#### §80071(d)

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

#### §80071(e)

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

### **Documents Relied Upon in Preparing Regulations**

None.

### **Documents Incorporated by Reference**

None.

### **Written Comment Period**

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on May 5, 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, so it is received at least one day prior to the date of the public hearing.

### **Public Hearing**

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Yvonne Novelli at (916)445-5865 regarding this.

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

### **Modification of Proposed Actions**

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

### **Contact Person/Further Information**

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

Attachments

---

## **Division VIII of Title 5 of the California Code of Regulations**

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

#### **INITIAL PROPOSED REGULATIONS**

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

##### **80071. Qualification by Examination for Issuance of Credential**

- (a) Every applicant who elects seeks to qualify for issuance of satisfy a credential, certificate, permit, or waiver requirement by examination shall be required to must meet the passing score requirements(s) established by the Commission on academic achievement and/or proficiency examinations approved by the Commission that were in effect at the time the examination was taken. A list of the adopted examinations and passing scores requirements will be made available upon request to the Commission. The standard applicable to an examination score is the standard established by the Commission for the year during which the examination is taken. Passing scores shall be processed by the Commission at the time of application for a credential requiring such examination.
- (b) Scores will be usable for certification purposes for a period of five years from the date the test was taken, provided the individual's passing test score met or exceeded the passing score standard in effect at the time the test was taken. For each examination score used to satisfy a requirement for the issuance of a credential, certificate, permit, or waiver, there can be no more than five years between (1) the date the score was earned and (2) the issuance date of the credential, certificate, permit, or waiver for which the examination score is used.

- (c) For purposes of this section, the Video Performance Assessment of the Reading Instruction Competence Assessment, described in Education Code §44283, is considered an examination.
- (d) Once an examination score has been used to satisfy a California certification requirement, it may be used to satisfy a requirement of another certification document regardless of the five-year limit described in subsection (b) if the score satisfies the passing score requirement for the new document.
- (e) The five-year limit described in subsection (b) shall not apply to scores on examinations used to 1) verify knowledge of the Constitution of the United States, as specified in Education Code §44335; 2) grant credit by an institution of higher education; or 3) verify experience learning a second language required for the Crosscultural, Language and Academic Development Certificate, as specified in Section 80015 of the Title 5 Regulations. The five-year limit on scores described in subsection (b) shall not apply to any examination that is exempt from this requirement by statute or regulation.

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

STATE OF CALIFORNIA

GRAY DAVIS, Govern

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue  
 Sacramento, California 95814-4213  
 Certification, Assignment and Waivers Division  
 (916) 445-7254 Web Site: <http://www.ctc.ca.gov>  
 E-Mail: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)



OFFICE OF THE EXECUTIVE DIRECTOR

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

Title: Examination Score Validity  
 Section No.: §80071

**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 p.m. on May 5, 1999, in order that the material can be presented at the May 6, 1999 public hearing.

1.  **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
2.  **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
3.  Personal opinion of the undersigned. and/or
4.  Organizational opinion representing: \_\_\_\_\_  
 (Circle One) School District, County Schools, College, University, Professional Organization,  
 Other
5.  I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
6.  No, I will not make a presentation to the Commission at the public hearing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Employer/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

*route to you*



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





# California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** PERF-1

**Committee:** Performance Standards

**Title:** Final Annual Report on the Praxis and SSAT Exams in English, Mathematics, and Social Science: December 1995 -- June 1998

✓ Information

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

---

[Click here for Table of Contents](#)

## Summary of an Agenda Report

### Final Annual Report on the Praxis and SSAT Exams in English, Mathematics, and Social Science: December 1995 - June 1998

Professional Services Division  
April 20, 1999

#### Overview of this Report

The Commission has a responsibility to periodically assemble, interpret, and publish the results of the examinations it uses to verify the qualifications of prospective educators. The 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) was accepted in draft form by the Commission in March 1999. 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. Staff has finalized the report, has corrected some minor errors in the data, and will present a summary of the report using visual aids at the Commission meeting.

#### 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

This is an information item only. The Commission does not need to take any action with respect to the 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. At its March meeting, the Commission accepted a draft report entitled *Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science* and authorized staff to finalize it. The Commission also directed staff to (a) revise the Executive Summary of the report to make it more informative and (b) use visuals when presenting future reports of this type to better communicate the essential information in the report. Staff has finalized the report, which is attached. The final report is being presented to the Commission this month for two reasons: (a) some of the data in the final report are slightly different than in the draft report and (b) staff wanted the opportunity to provide an oral summary of the report, using visuals as requested by the Commission, that is, we hope, more clear and informative than the presentation provided in March.

The draft report has been changed in the following ways to make it more readable and clear for Commissioners and others.

- (1) The Executive Summary has been revised to reflect questions and suggestions provided by Commissioners.
- (2) The presentation of the data in the report has been reorganized. In the draft report, the data were organized by type (i.e., demographic and preparation data for each of the three areas, followed by passing rate data for each of the three areas). In the final report, the data are presented by subject area. For each subject area, the demographic and preparation data are provided, followed by the passing rate data. Staff believes that this change will make the report more readable and useful.
- (3) Some of the data were incorrect in the draft report. The data have been corrected and the passing rates were not substantially affected.

## ATTACHMENT TO PERF-1

California  
Commission on Teacher Credentialing

Meeting of  
May 5-6, 1999

<b>AGENDA ITEM NUMBER:</b>	PERF-1
<b>COMMITTEE:</b>	Performance Standards
<b>TITLE:</b>	Final Annual Report on the Praxis and SSAT Exams in English, Mathematics, and Social Science: December 1995 - June 1998

The attached report entitled *Annual Report on the Praxis and SSAT Exams in English, Mathematics, and Social Science: December 1995 - June 1998* is an attachment to PERF-1 of the Commission's May 5-6, 1999, meeting.

[Click here for Table of Contents](#)

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

December 1995 - June 1998





**Sacramento, California  
April 1999**

---

**Annual Report  
on the Praxis and SSAT Examinations in  
English, Mathematics, and Social Science  
December 1995 - June 1998**

Authors:

Bethany A. Brunsman, 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  
April 1999

---

**California Commission on  
Teacher Credentialing**

April 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  
Nancy Zarenda

Special Education Teacher  
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

Summary of Preparation and Demographic Data for Examinees  
Summary of Passing Rates on the Examinations

### 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 and Passing Rates on the Examinations

Description of the Preparation and Demographic Data (Tables 5, 9, and 13)  
Description of the Passing Rate Data (Tables 6-8, 10-12, and 14-16)  
The English Examinations  
The Mathematics Examinations  
The Social Science Examinations  
Summary

### Appendices (NOTE: Large file...Please allow sufficient time for downloading.)

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 Candidates Who Earned Single Subject Teaching Credentials and How They Satisfied the Subject Matter Requirement, 1995-96 to 1997-98  
Table 3: Number of Examinations Administered in 1997-98  
Table 4: Exam Passing Standards in English, Mathematics, and Social Science  
Table 5: Preparation and Demographic Data for English Exam Participants  
Table 6: Cumulative Passing Rates on the Praxis and SSAT English Exams (Combined)

- Table 7: [First-Time Passing Rates on the Praxis and SSAT English Exams \(Combined\)](#)
- Table 8: [Cumulative and First-Time Passing Rates on the Praxis and SSAT English Exams \(By Test\)](#)
- Table 9: [Preparation and Demographic Data for Mathematics Exam Participants](#)
- 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: [Preparation and Demographic Data for Social Science Exam Participants](#)
- Table 14: [Cumulative Passing Rates on the Praxis and SSAT Social Science Exams \(Combined\)](#)
- Table 15: [First-Time Passing Rates on the Praxis and SSAT Social Science Exams \(Combined\)](#)
- Table 16: [Cumulative and First-Time Passing Rates on the Praxis and SSAT Social Science Exams \(By Test\)](#)
- Table 17: [Summary of Passing Rates on the Praxis and SSAT Exams in English, Mathematics, and Social Science](#)

### **Acknowledgments**

The authors recognize and appreciate the significant 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.

## **Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science December 1995 - June 1998**

### **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 for earning 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 college or university 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 Systems, 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 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.

#### **Subject Matter Examinations in English, Mathematics, and Social Science**

<b>Subject</b>	<b>Praxis Exam(s)</b>	<b>SSAT Exam</b>
<a href="#">English</a>	English Language, Literature, and Composition: Essays	Literature and English Language
<a href="#">Mathematics</a>	Mathematics: Proofs, Models, and Problems, Part 1 Mathematics: Proofs, Models, and Problems, Part 2	Mathematics
<a href="#">Social Science</a>	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. Data are provided 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 a Praxis or an 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, that participant was assigned to the 1995-96 cohort. Each participant is assigned to only one annual cohort.

### 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 subject area 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 the majority of each group was prepared in California.

In English, the majority of participants were female; the reverse is true in mathematics and social science. All three groups consisted predominantly (63-76%) 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 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.

### Summary of Passing Rates on the Examinations

The table below 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 this table and the discussion that follows, the reader should read "Description of the Passing Rate Data" below.*

#### 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	2001	44.5	1401	63.6	2071	47.0
Mathematics	1236	15.1	711	26.3	968	16.0
Social Science	2100	26.3	1475	37.4	2123	20.3

**IMPORTANT NOTE:** See "Description of the Passing Rate Data" below.

Because the examinations are an alternative to the completion of a Commission-approved subject matter program at a college or university, candidates who are the most prepared do not take the exams. The passing rates on the exams should be interpreted with this in mind.

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, whereas 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.

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. Given the steps described 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.

In all three subject areas, preparation in terms of semester units of coursework in the area, undergraduate major, and undergraduate grade point average are 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 related academic preparation.

---

## Annual Report on the Praxis and SSAT Examinations in English, Mathematics, and Social Science December 1995 - June 1998

### 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 for earning 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 college or university program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter exams. 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 Systems, 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 below.

**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	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](#).

[Table 2](#) shows the number of candidates who earned Single Subject Teaching Credentials from 1995-96 through 1997-98 in mathematics, English, and social science. The table also shows (a) the number of candidates who satisfied the subject matter requirement by completing Commission-approved subject matter preparation programs, and (b) the number and percentage of candidates who satisfied the subject matter requirement by passing the examinations. Most candidates for Single Subject Teaching Credentials in mathematics, English, and social science satisfy the subject matter requirement by completing subject matter preparation programs.

**Table 2: Number of Candidates Who Earned Single Subject Teaching Credentials and How They Satisfied the Subject Matter Requirement, 1995-96 to 1997-98**

Subject Area	Total Number of Teachers Credentialed*	Number Who Satisfied Subject Matter Requirement by Program	Number Who Satisfied Subject Matter Requirement by Exams	Percent Who Satisfied Subject Matter Requirement by Exams
English	5,502	4,185	1,317	23.9
Mathematics	2,335	1,526	809	34.6
Social Science	4,562	3,229	1,333	29.2

\*Includes only "first time" and "new type" credentials.

[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 began taking the Praxis and SSAT exams in English, mathematics, and social science between December 1995 and June 1997, and 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. 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 a total of two hours to complete both essay questions.

#### 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.<sup>1</sup> Like the Praxis exams, the SSAT 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 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.

---

<sup>1</sup>The SSAT exams also contain 20 nonscorable items for pilot-testing and equating 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 verify the subject matter competence of credential candidates who had not completed an approved program. 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 general recommendations to the Commission:

- (1) Update the NTE tests and make them consistent with the California State Frameworks and Model Curriculum Standards, and
- (2) Supplement the NTE tests with written 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 and the Commission adopted them, the Teacher Preparation and Assessment Advisory Panels in each subject area worked closely with 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.<sup>2</sup> 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.

---

<sup>2</sup>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, 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. 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 administration 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. Test questions are subjected to a second procedure in which ETS analyzes the performance of test questions after they have been administered to determine whether examinees of similar ability in different gender or ethnic groups are performing differentially. (This procedure is known as Differential Item Functioning or DIF.)

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 National Evaluation Systems, Inc. (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 (a) work with NES to develop the new SSAT exams consistent with the content specifications and (b) 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 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 currently administered six times a year by ETS, up from three times a year in 1995-96. The SSAT exams are currently administered by NES four times per year, up from three times a year in 1995-96. 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 exams 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 3](#) 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 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

**Table 3: Number of Examinations Administered in 1997-98**

Exam	Number of Exams Administered
<b>English</b>	
SSAT Literature and English Language	1760
Praxis English Language, Literature, and Composition: Essays	1033
<b>Mathematics</b>	
SSAT Mathematics	746
Praxis Mathematics: Proofs, Models, and Problems, Part 1	699
Praxis Mathematics: Proofs, Models, and Problems, Part 2	748
<b>Social Science</b>	
SSAT Social Science	1379
Praxis Social Studies: Analytical Essays	1394
Praxis Social Studies: Interpretation of Materials	1277

response differ by more than one point, an adjudication process, which involves a third and possibly fourth scorer, is used to determine a rating.

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. Scaled scores range from 100 to 200. The minimum passing score varies by exam (see [Table 4](#) 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 and used those data to create this report.

### 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 differences in difficulty across forms and is intended to ensure a constant passing standard for examinees across time. NES mails score reports to examinees four to five 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 and used those data to create this report.

### Praxis and SSAT Examination Passing Standards

[Table 4](#) on the next page shows the Commission-adopted passing standards for the Praxis and SSAT examinations in English, mathematics, and social science for the period covered by this report (December 1995 - June 1998). 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 "minimum score" for each exam, a "passing 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 compensate for a lower score on the other exam, as long as neither score is below the minimum score. During the period covered by this report (December 1995 - June 1998), examinees could combine passing and minimum scores from different administrations of the Praxis exams in a subject area.

**Table 4: Exam Passing Standards in English, Mathematics, and Social Science**

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

<b>Social Science</b>		
SSAT Social Science	--	220 (48)
Praxis Social Studies: Analytical Essays	150	160
Praxis Social Studies: Interpretation of Materials	161	169
Praxis Combined	--	329

**Notes:** 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 for one form of each of the exams. The raw points necessary to pass different forms of an SSAT may vary somewhat. Equating is used to make exam scores comparable across exam forms.

## Part 3

### Preparation and Demographic Data for Examinees and Passing Rates on the Examinations

This part of the report provides preparation and demographic data and passing rates 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, through June 1998. A description of the tables used to present the data is provided first. This is followed by the tables and discussion of the data for each of the three subject areas and a summary. *To fully understand the tables and the related discussions, the reader needs to carefully read the descriptions that follow.*

#### Description of the Preparation and Demographic Data (Tables 5, 9, and 13)

Tables 5, 9, and 13 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.<sup>3</sup> Data are provided 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 a Praxis or an 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, that participant 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 part of a testing year because the data for that year are for December 1995 (when the SSAT exams were first administered) through June 1996. During this period, the Praxis exams were administered twice, and the SSAT exams were administered three times.

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

The data in Tables 5, 9, and 13 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; that is, information from the most recent registration form(s) 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 5, 9, and 13 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 the fewest opportunities to take both the Praxis and the SSAT 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. 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 5, 9, and 13, it is difficult to compare the data for the three cohorts reported because, as indicated above, (a) the 1995-96 cohort represents only part 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 the fewest 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.

#### Description of the Passing Rate Data (Tables 6-8, 10-12, and 14-16)

Passing rate data are provided in Tables 6, 7, and 8 for English, 10, 11, and 12 for mathematics, and 14, 15, and 16 for social science. 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 Part 2 of this report, 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 6, 10, and 14) and the first-time passing rate tables (Tables 7, 11, and 15) 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 5, 9, and 13). The description of the source and nature of the preparation and demographic data with respect to Tables 5, 9, and 13 also applies to these passing rate tables. The reader is referred back to the description of Tables 5, 9, and 13 relating to (a) data collected on each registration form, (b) "Did Not Respond" data, and (c) Filipino participants.

The cumulative passing rate tables and the first-time passing rate tables are based on data about cohorts of participants. As described for Tables 5, 9, and 13, in each subject area, each participant is assigned to a cohort based on the year the participant initially took either a Praxis or an 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 part of a 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: the 1997-98, 1996-97, and 1995-96 cohorts (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 6, 10, and 14

Cumulative passing rates reflect the fact that candidates have multiple opportunities to pass the exams required for their selected subject areas. 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 6, 10, and 14 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.<sup>4</sup>

---

<sup>4</sup>The *number* of these participants who had passed both or all three exams by June 1998 is the same as the number of *all* participants who had passed both or all three exams by June 1998, and, therefore, is not repeated in the tables.

Tables 6, 10, and 14 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 7, 11, and 15

Tables 7, 11, and 15 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 7, 11, and 15 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 who attempted all required exams (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 8, 12, and 16

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 8, 12, and 16 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 8, 12, and 16, passing a Praxis exam means meeting or exceeding the passing score, not the minimum score (see Table 4).

## The English Examinations

### Preparation and Demographic Data

Table 5 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.

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 6% 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.

**Table 5: 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	%
<b>All Participants</b>	3280	100.0	1279	100.0	1321	100.0	680	100.0
<b>Educational Level</b>								
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
<b>Semester Units in English</b>								
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
<b>Undergrad. College Major</b>								
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 the Preparation and Demographic Data".

## Passing Rates

### Cumulative Passing Rates For Both Required Exams Combined

As shown in [Table 6](#) on the next two pages, overall, for the 1995-96 and 1996-97 cohorts combined, of the 2,001 participants who attempted one or both of the required exams, 45 percent had passed both exams through June 1998. This 45 percent cumulative passing rate, however, includes 600 participants who, for one reason or another, only attempted one of the two required exams. Of the 1,401 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.

The overall results in [Table 6](#) 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 37 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.<sup>5</sup> Finally, the higher the reported grade point average, the higher the cumulative passing rate. These findings about preparation apply to all 2,001 participants as well as to the 1,401 participants who attempted both exams.

<sup>5</sup>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. As shown earlier in [Table 5](#), more of them (36%) had 37 or more semester units of coursework in English than had 24 or less units (30%). In addition, the majority of them (46%) had an undergraduate major in one of the two fields in which participants had the highest passing rates (English and other humanities).

The cumulative passing rate for participants who completed their subject matter preparation outside of California (62%) was higher than for in-state-prepared candidates (52%). Information about where candidates were prepared is not available, however, for almost 40 percent of the candidates ([Table 5](#)). 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

**Table 6: 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				
	All Participants			Attempted		All Participants			Attempted		All Participants			Attempted	
	Passed			Both Exams	%	Passed			Both Exams	%	Passed			Both Exams	%
	N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass
<b>All Participants</b>	2001	891	44.5	1401	63.6	1321	579	43.8	905	64.0	680	312	45.9	496	62.9
<b>Educational Level</b>															
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	--
<b>Semester Units in English</b>															
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
<b>Undergrad. College Major</b>															
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".

(continued on next page)

**Table 6: 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			Both Exams			All Participants			Both Exams		All Participants			Both Exams	
	Attempted			Attempted			Attempted			Attempted		Attempted			Attempted	
	Passed			%			Passed			%		Passed			%	
	N	N	%	N	Pass	%	N	N	%	N	Pass	N	N	%	N	Pass
<b>Where Prepared</b>																
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	
<b>Gender</b>																
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	--	
<b>Ethnicity</b>																
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	--	

**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	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

matter programs in English as part of their undergraduate education. These candidates meet the subject matter competence requirement without 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% passing rate), 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.

### First-Time Passing Rates For Both Required Exams Combined

Table 7 on the following two pages shows first-time passing rates on the English exams. Of the 2,071 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.

For the two cohorts that are included in both Tables 6 and 7 (i.e., the 1995-96 cohort and the 1996-97 cohort), it is possible to compare directly (a) the cumulative passing rates for participants who attempted both exams with (b) the first-time passing rates. 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 have the effect of increasing the number of qualified teachers.

**Table 7: 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	%
<b>All Participants</b>	2071	974	47.0	670	333	49.7	905	419	46.3	496	222	44.8
<b>Educational Level</b>												
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	--	--
<b>Semester Units in English</b>												
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".

(continued on next page)

**Table 7: 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	%
<b>Where Prepared</b>												
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
<b>Gender</b>												
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	--	--
<b>Ethnicity</b>												
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".

**Cumulative and First-Time Passing Rates for Each Test**

Table 8 below 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: Cumulative and First-Time Passing Rates on the Praxis and SSAT English Exams (By Test)**

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

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

**The Mathematics Examinations**

**Preparation and Demographic Data**

The preparation and demographic data for participants who have taken the Praxis and/or SSAT exams in mathematics from December 1995 through June 1998 are provided in Table 9 on the next page. Overall, 49 percent had either earned bachelor's degrees or had completed bachelor's degrees plus additional coursework. Fourteen 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

**Table 9: 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	%	N	%

---

<b>All Participants</b>	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	330	18.1	123	20.9	143	18.8	64	13.4	
2.5-3.49	1148	62.9	388	66.0	530	69.7	230	48.3	
Below 2.5	138	7.6	42	7.1	67	8.8	29	6.1	
Did Not Respond	208	11.4	35	6.0	20	2.6	153	32.1	

---

#### 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	

---

#### Ethnicity

African American	105	5.8	29	5.8	42	5.5	34	6.1	
Asian American	132	7.2	31	8.0	54	7.1	47	6.5	

Filipino	27	1.5	7	1.5	11	1.4	9	1.5
SE Asian American	34	1.9	6	1.9	17	2.2	11	1.3
Pacific Islander	13	0.7	3	0.5	7	0.9	3	0.6
Mexican American	116	6.4	42	7.1	32	4.2	42	8.8
Latino or Other Hispanic	70	3.8	9	4.8	33	4.3	28	1.9
Native American, Amer. Indian, Alaskan Native	18	1.0	6	1.2	5	0.7	7	1.3
White	1146	62.8	309	57.5	499	65.7	338	64.9
Other	102	5.6	19	6.3	46	6.1	37	4.0
Did Not Respond	61	3.3	15	5.4	14	1.8	32	3.2

#### Best Language

English	1134	62.2	306	52.0	534	70.3	294	61.8
Another Language	99	5.4	25	4.3	43	5.7	31	6.5
Did Not Respond	591	32.4	257	43.7	183	24.1	151	31.7

**IMPORTANT NOTE:** See "Description of the Preparation and Demographic Data".

majors. All of the other majors combined were reported by less than 15 percent of examinees. Most participants (63%) 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. Just over 5 percent reported another language as their best language. Most participants identified themselves as White (63%). The percentage of White participants has decreased across the three cohorts, however, while the percentages of Asian Americans, Southeast Asian Americans, and Latinos or other Hispanics have increased. Overall, approximately 7 percent of the participants identified themselves as Asian American, 6 percent as Mexican American, and 6 percent as African American. Overall, most participants were male (60%), but the percentage of female participants has increased.

## Passing Rates

### Cumulative Passing Rates For All Three Required Exams Combined

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 1,236 participants who attempted any of the three exams passed all three exams through June 1998. Of the 711 participants who have actually taken all three exams (58% of all participants), 26 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 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 (25% 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 1,236 participants generally apply as well to the 711 participants who attempted all three 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	Pass

<b>All Participants</b>	1236	187	15.1	711	26.3	760	117	15.4	437	26.8	476	70	14.7	274	25.5
-------------------------	------	-----	------	-----	------	-----	-----	------	-----	------	-----	----	------	-----	------

**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	132	27.3	108	23	21.3	80	28.8	60	13	21.7	52	25.0
Bachelor's Degree + Units	488	75	15.4	383	19.6	299	36	12.0	222	16.2	189	39	20.6	161	24.2
Master's Degree and Above	191	58	30.4	151	38.4	128	41	32.0	98	41.8	63	17	27.0	53	32.1
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	69	14.1	311	22.2	348	49	14.1	221	22.2	143	20	14.0	90	22.2
25 - 36	126	24	19.0	100	24.0	92	16	17.4	72	22.2	34	8	23.5	28	28.6
37 or More	293	74	25.3	219	33.8	154	48	31.2	126	38.1	139	26	18.7	93	28.0
Did Not Respond	326	20	6.1	81	24.7	166	4	2.4	18	22.2	160	16	10.0	63	25.4

**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	5	25.0	15	33.3
Mathematics	213	57	26.8	174	32.8	138	40	29.0	110	36.7	75	17	22.7	64	26.6
Natural Sciences	283	72	25.4	227	31.7	184	42	22.8	143	29.9	99	30	30.3	84	35.7
Social Sciences	210	30	14.3	160	18.8	137	20	14.6	97	19.6	73	10	13.7	63	15.9
Vocational/Technical	27	5	18.5	25	20.0	11	1	9.1	10	--	16	4	25.0	15	--
Undecided	0	--	--	0	--	--	0	--	0	--	0	0	--	--	--
Did Not Respond	339	3	0.9	8	37.5	187	2	1.1	6	--	152	1	0.7	2	50.0

**Undergraduate GPA**

3.5-4.0	207	53	25.6	140	37.9	143	31	21.7	84	36.9	64	22	34.4	56	39.3
2.5-3.49	760	124	16.3	496	25.0	530	83	15.7	311	26.7	230	41	17.8	185	22.2
Below 2.5	96	6	6.3	59	10.2	67	3	4.5	37	8.1	29	3	10.3	22	13.6
Did Not Respond	173	4	2.3	16	25.0	20	0	0.0	5	--	153	4	2.6	11	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

(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 Participants			Attempted		All Participants			Attempted	
Passed			All 3 Exams	%	Passed			All 3 Exams	%	Passed			All 3 Exams	%
N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass

**Where Prepared**

In California	548	120	21.9	445	27.0	346	75	21.7	275	27.3	202	45	22.3	170	26.5
Outside of California	137	26	19.0	98	26.5	94	19	20.2	62	30.6	43	7	16.3	36	19.4

Did Not Respond	551	41	7.4	168	24.4	320	23	7.2	100	23.0	231	18	7.8	68	26.5
-----------------	-----	----	-----	-----	------	-----	----	-----	-----	------	-----	----	-----	----	------

### Gender

Female	467	63	13.5	266	23.7	305	44	14.4	176	25.0	162	19	11.7	90	21.1
Male	750	123	16.4	441	27.9	447	72	16.1	258	27.9	303	51	16.8	183	27.9
Did Not Respond	19	--	--	4	--	8	1	--	3	--	11	--	--	1	--

### Ethnicity

African American	71	1	1.4	24	--	42	1	2.4	15	--	29	0	0.0	9	--
Asian American	85	20	23.5	53	37.7	54	11	20.4	32	34.4	31	9	29.0	21	--
Filipino	18	--	--	11	--	11	--	--	6	--	7	--	--	5	--
SE Asian American	23	--	--	12	--	17	--	--	7	--	6	--	--	5	--
Pacific Islander	10	--	--	5	--	7	--	--	4	--	3	--	--	1	--
Mexican American	74	6	8.1	49	12.2	32	2	6.3	19	--	42	4	9.5	30	13.3
Latino or Other Hispanic	42	3	7.1	26	11.5	33	3	9.1	19	--	9	--	--	7	--
Native American, Amer. Indian, Alaskan Native	11	--	--	5	--	5	--	--	2	--	6	--	--	3	--
White	808	145	17.9	488	29.7	499	89	17.8	305	29.2	309	56	18.1	183	30.6
Other	65	8	12.3	37	21.6	46	7	15.2	27	25.9	19	--	--	10	--
Did Not Respond	29	0	0.0	1	--	14	--	--	1	--	15	--	--	0	--

### Best Language

English	828	173	20.9	645	26.8	534	108	20.2	401	26.9	294	65	22.1	244	26.6
Another Language	74	14	18.9	61	23.0	43	9	20.9	33	27.3	31	5	16.1	28	17.9
Did Not Respond	334	0	0.0	5	--	183	0	0.0	3	0.0	151	0	0.0	2	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

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 (Table 9). 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.

Math exam participants who were prepared in California have a slightly higher cumulative passing rate (22%) 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 (14%). 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 (a 5% difference). Passing rates by ethnicity vary. Asian American participants have a higher cumulative passing rate (24%) than participants of any other ethnic backgrounds. Participants whose best language is English passed at a slightly higher rate (21%) than those whose best language is another language (19%).

### First-Time Passing Rates For All Three Required Exams Combined

Table 11 on the two pages that follow shows first-time passing rates on the math exams. Of the 968 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 18 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 a higher first-time passing rate overall (24%) than candidates prepared in California (14%).

For the two cohorts that are included in both Tables 10 and 11 (i.e., the 1995-96 and the 1996-97 cohorts), the cumulative passing rates for participants who attempted all three 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 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	%
<b>All Participants</b>	968	155	16.0	257	47	18.3	437	72	16.5	274	36	13.1
<b>Educational Level</b>												
Undergraduate	73	18	24.7	29	4	13.8	36	13	36.1	8	--	--
Bachelor's Degree	178	29	16.3	46	8	17.4	80	14	17.5	52	7	13.5
Bachelor's Degree + Units	520	58	11.2	137	21	15.3	222	19	8.6	161	18	11.2
Master's Degree and Above	191	49	25.7	40	13	32.5	98	26	26.5	53	10	18.9
Did Not Respond	6	--	--	5	--	--	1	--	--	0	--	--
<b>Semester Units in Math</b>												
0 - 24	432	59	13.7	121	17	14.0	221	29	13.1	90	13	14.4
25 - 36	145	24	16.6	45	10	22.2	72	9	12.5	28	5	17.9
37 or More	299	61	20.4	80	19	23.8	126	30	23.8	93	12	12.9
Did Not Respond	92	11	12.0	11	--	--	18	--	--	63	6	9.5
<b>Undergrad. College Major</b>												
Education	107	3	2.8	30	3	10.0	46	0	0.0	31	0	0.0
English/Humanities	49	10	20.4	9	--	--	25	5	20.0	15	--	--
Mathematics	252	53	21.0	78	19	24.4	110	28	25.5	64	6	9.4
Natural Sciences	298	59	19.8	71	13	18.3	143	27	18.9	84	19	22.6
Social Sciences	206	23	11.2	46	7	15.2	97	11	11.3	63	5	7.9
Vocational/Technical	38	2	5.3	13	--	--	10	--	--	15	--	--
Undecided	0	--	--	0	--	--	0	--	--	0	--	--
Did Not Respond	18	--	--	10	--	--	6	--	--	2	--	--
<b>Undergraduate GPA</b>												
3.5-4.0	197	63	32.0	57	25	43.9	84	24	28.6	56	14	25.0
2.5-3.49	678	83	12.2	182	20	11.5	311	45	14.5	185	17	9.2
Below 2.5	73	5	6.8	14	--	--	37	3	8.1	22	--	--
Did Not Respond	20	4	20.0	4	--	--	5	--	--	11	--	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

(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	593	82	13.8	148	18	12.2	275	44	16.0	170	20	11.8
Outside of California	149	36	24.2	51	19	37.3	62	10	16.1	36	7	19.4
Did Not Respond	226	37	16.4	58	10	17.2	100	18	18.0	68	9	13.2

**Gender**

Female	379	56	14.8	113	21	18.6	176	26	14.8	90	9	10.0
Male	583	97	16.6	142	25	17.6	258	45	17.4	183	27	14.8
Did Not Respond	6	--	--	2	--	--	3	--	--	1	--	--

**Ethnicity**

African American	37	0	0.0	13	--	--	15	--	--	9	--	--
Asian American	74	17	23.0	21	6	28.6	32	9	28.1	21	--	--
Filipino	16	--	--	5	--	--	6	--	--	5	--	--
SE Asian American	19	--	--	7	--	--	7	--	--	5	--	--
Pacific Islander	7	--	--	2	--	--	4	--	--	1	--	--
Mexican American	65	2	3.1	16	--	--	19	--	--	30	1	3.3
Latino or Other Hispanic	37	0	0.0	11	--	--	19	--	--	7	--	--
Native American, Amer. Indian, Alaskan Native	8	--	--	3	--	--	2	--	--	3	--	--
White	646	125	19.3	158	34	21.5	305	58	19.0	183	33	18.0
Other	54	5	9.3	17	--	--	27	3	11.1	10	--	--
Did Not Respond	5	--	--	4	--	--	1	--	--	0	--	--

**Best Language**

English	875	147	16.8	230	43	18.7	401	69	17.2	244	35	14.3
Another Language	82	7	8.5	21	--	--	33	3	9.1	28	1	3.6
Did Not Respond	11	--	--	6	--	--	3	--	--	2	--	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

**Cumulative and First-Time Passing Rates for Each Test**

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

	Cumulative Passing Rates			First-Time Passing Rates		
	Passed			Passed		
	N	N	%	N	N	%

---

<b>SSAT:</b>						
Mathematics	1290	744	57.7	1844	905	49.1
<b>Praxis:</b>						
Mathematics: Proofs, Models, and Problems, Part 1	739	299	40.5	1088	323	29.7
Mathematics: Proofs, Models, and Problems, Part 2	717	220	30.7	1054	223	21.2

---

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

## The Social Science Examinations

### Preparation and Demographic Data

Table 13 on the next page provides preparation and demographic information about candidates who have taken the Praxis and/or SSAT exams in social science from December 1995 through June 1998. Over half (54%) of the participants had either earned bachelor's degrees or had completed bachelor's degrees plus additional coursework. Another 15 percent of the participants reported earning at least a Master's degree.

In terms of coursework in social science, the largest group of participants (45%) reported having completed 37 or more semester units in social science courses. The next largest group (21%) had taken less than 25 semester units. Fourteen percent reported 25 to 36 units, the category that would typically include individuals who

**Table 13: Preparation and Demographic Data for Social Science Exam Participants**

	Overall		Annual Cohorts of Participants					
	12/95 - 6/98		1997-98		1996-97		1995-96	
	N	%	N	%	N	%	N	%
<b>All Participants</b>	3317	100.0	1217	100.0	1333	100.0	767	100.0
<b>Educational Level</b>								
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
<b>Units in Social Science</b>								
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
<b>Undergrad. College Major</b>								
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

### Undergraduate GPA

3.5-4.0	711	21.4	282	23.2	305	22.9	124	16.2
2.5-3.49	2161	65.1	808	66.4	927	69.5	426	55.5
Below 2.5	199	6.0	91	7.5	76	5.7	32	4.2
Did Not Respond	246	7.4	36	3.0	25	1.9	185	24.1

---

### 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

---

### 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

---

### Ethnicity

African American	127	3.8	44	3.6	59	4.4	24	3.1
Asian American	89	2.7	37	3.0	34	2.6	18	2.3
Filipino	35	1.1	17	1.4	10	0.8	8	1.0
SE Asian American	18	0.5	7	0.6	8	0.6	3	0.4
Pacific Islander	11	0.3	5	0.4	5	0.4	1	0.1
Mexican American	304	9.2	96	7.9	126	9.5	82	10.7
Latino or Other Hispanic	114	3.4	45	3.7	40	3.0	29	3.8
Native American, Amer. Indian, Alaskan Native	34	1.0	8	0.7	19	1.4	7	0.9
White	2283	68.8	834	68.5	921	69.1	528	68.8
Other	200	6.0	73	6.0	79	5.9	48	6.3
Did Not Respond	102	3.1	51	4.2	32	2.4	19	2.5

---

### 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 the Preparation and Demographic Data](#)".

completed college minors in social science. A majority of the participants in the social science exams (60%) reported undergraduate college majors in social sciences. Almost two-thirds (65%) reported GPAs between 2.5 and 3.49. Another 21% reported GPAs between 3.5 and 4.0.

Just over half (51%) of the participants reported that they completed their subject matter preparation in California. As with English and mathematics, however, data about location of preparation are unavailable for a relatively large percentage of participants (37%).

English was the best language of 73 percent of the social science participants, with only about one percent reporting another language as their best language. Nearly two-thirds (62%) of the participants were male, and this has been increasing slightly across the three annual cohorts. Sixty-nine percent of the participants identified themselves as White, and 9 percent as Mexican American.

### Passing Rates

#### Cumulative Passing Rates For All Three Required Exams Combined

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 14](#) on the next two pages. Just over 26 percent of the 2,100 participants overall who attempted any of the three exams passed all three exams through June 1998. A total of 1,475 of these participants (69%) have attempted all three exams, and 37 percent have passed all three. The two annual cohorts have similar cumulative passing rates, but the passing rates are lower for the more recent 1996-97 cohort than for the 1995-96 cohort. This is due at least in part to the fact that the earlier cohort has had more opportunities to take and pass the exams than the more recent 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 (26%). 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 2,100 participants as well as to the 1,475 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. As shown in [Table 13](#), almost half

**Table 14: 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			N	%	Passed			N	%	Passed			N	%
	N	N	%	N	Pass	N	N	%	N	Pass	N	N	%	N	Pass
<b>All Participants</b>	2100	552	26.3	1475	37.4	1333	335	25.1	935	35.8	767	217	28.3	540	40.2
<b>Educational Level</b>															
Undergraduate	88	26	29.5	68	38.2	55	13	23.6	41	31.7	33	13	39.4	27	48.1
Bachelor's Degree	331	119	36.0	280	42.5	222	78	35.1	188	41.5	109	41	37.6	92	44.6
Bachelor's Degree + Units	937	267	28.5	808	33.0	598	156	26.1	503	31.0	339	111	32.7	305	36.4
Master's Degree and Above	357	136	38.1	314	43.3	238	88	37.0	202	43.6	119	48	40.3	112	42.9
Did Not Respond	387	4	1.0	5	--	220	0	0.0	1	--	167	4	2.4	4	--
<b>Units in Social Science</b>															
0 - 24	391	90	23.0	298	30.2	307	64	20.8	238	26.9	84	26	31.0	60	43.3
25 - 36	262	91	34.7	212	42.9	206	72	35.0	170	42.4	56	19	33.9	42	45.2
37 or More	940	295	31.4	752	39.2	587	182	31.0	477	38.2	353	113	32.0	275	41.1
Did Not Respond	507	76	15.0	213	35.7	233	17	7.3	50	34.0	274	59	21.5	163	36.2
<b>Undergrad. College Major</b>															
Education	113	29	25.7	89	32.6	73	18	24.7	52	34.6	40	11	27.5	37	29.7
English/Humanities	151	47	31.1	128	36.7	105	29	27.6	89	32.6	46	18	39.1	39	46.2
Math/Natural Sciences	10	--	--	8	--	9	--	--	7	--	1	--	--	1	--
Social Sciences	1398	463	33.1	1215	38.1	904	281	31.1	770	36.5	494	182	36.8	445	40.9
Vocational/Technical	19	--	--	14	--	11	--	--	8	--	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	--
<b>Undergraduate GPA</b>															

3.5-4.0	429	174	40.6	351	49.6	305	107	35.1	236	45.3	124	67	54.0	115	58.3
2.5-3.49	1353	344	25.4	1017	33.8	927	218	23.5	643	33.9	426	126	29.6	374	33.7
Below 2.5	108	14	13.0	71	19.7	76	6	7.9	47	12.8	32	8	25.0	24	33.3
Did Not Respond	210	20	9.5	36	55.6	25	4	16.0	9	--	185	16	8.6	27	59.3

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

(continued on next page)

**Table 14: 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 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
	<b>Where Prepared</b>														
In California	1176	377	32.1	1021	36.9	744	227	30.5	635	35.7	432	150	34.7	386	38.9
Outside of California	263	90	34.2	208	43.3	196	63	32.1	151	41.7	67	27	40.3	57	47.4
Did Not Respond	661	85	12.9	246	34.6	393	45	11.5	149	30.2	268	40	14.9	97	41.2
<b>Gender</b>															
Female	797	194	24.3	545	35.6	504	114	22.6	346	32.9	293	80	27.3	199	40.2
Male	1283	354	27.6	923	38.4	816	220	27.0	585	37.6	467	134	28.7	338	39.6
Did Not Respond	20	4	20.0	7	--	13	--	--	4	--	7	--	--	3	--
<b>Ethnicity</b>															
African American	83	8	9.6	52	15.4	59	6	10.2	35	17.1	24	--	--	17	--
Asian American	52	17	32.7	40	42.5	34	10	29.4	26	38.5	18	--	--	14	--
Filipino	18	--	--	14	--	10	--	--	7	--	8	--	--	7	--
SE Asian American	11	--	--	7	--	8	--	--	5	--	3	--	--	2	--
Pacific Islander	6	--	--	5	--	5	--	--	4	--	1	--	--	1	--
Mexican American	208	33	15.9	156	21.2	126	21	16.7	97	21.6	82	12	14.6	59	20.3
Latino or Other Hispanic	69	12	17.4	47	25.5	40	8	20.0	27	29.6	29	4	13.8	20	--
Native American, Amer. Indian, Alaskan Native	26	3	11.5	17	--	19	--	--	13	--	7	--	--	4	--
White	1449	421	29.1	1033	40.8	921	256	27.8	658	38.9	528	165	31.3	375	44.0
Other	127	40	31.5	92	43.5	79	23	29.1	57	40.4	48	17	35.4	35	48.6
Did Not Respond	51	9	17.6	12	--	32	3	9.4	6	--	19	--	--	6	--
<b>Best Language</b>															
English	1680	547	32.6	1444	37.9	1090	334	30.6	915	36.5	590	213	36.1	529	40.3
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	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

(45%) of them had 37 or more semester units of coursework in social sciences; 21 percent had fewer than 25 units. More than half (60%) of the social science exam participants had undergraduate majors in social sciences.

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 37 percent of the participants, however.

Male participants have a slightly higher cumulative passing rate (28%) 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.

### First-Time Passing Rates For All Three Required Exams Combined

Table 15 on the following two pages shows first-time passing rates on the social science exams. Overall, a total of 2,123 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 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, as in English and mathematics, 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: 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	%
<b>All Participants</b>	2123	431	20.3	648	122	18.8	935	200	21.4	540	109	20.2
<b>Educational Level</b>												
Undergraduate	143	44	30.8	75	20	26.7	41	12	29.3	27	12	44.4
Bachelor's Degree	442	92	20.8	162	24	14.8	188	48	25.5	92	20	21.7
Bachelor's Degree + Units	1095	156	14.2	287	40	13.9	503	74	14.7	305	42	13.8
Master's Degree and Above	426	132	31.0	112	34	30.4	202	66	32.7	112	32	28.6
Did Not Respond	17	--	--	12	--	--	1	--	--	4	--	--
<b>Units in Social Science</b>												
0 - 24	469	72	15.4	171	29	17.0	238	34	14.3	60	9	15.0
25 - 36	337	70	20.8	125	21	16.8	170	39	22.9	42	10	23.8
37 or More	1071	241	22.5	319	64	20.1	477	116	24.3	275	61	22.2
Did Not Respond	246	48	19.5	33	8	24.2	50	11	22.0	163	29	17.8
<b>Undergrad. College Major</b>												
Education	143	22	15.4	54	6	11.1	52	10	19.2	37	6	16.2
English/Humanities	179	37	20.7	51	13	25.5	89	15	16.9	39	9	23.1
Math/Natural Sciences	12	--	--	4	--	--	7	--	--	1	--	--
Social Sciences	1729	355	20.5	514	96	18.7	770	169	21.9	445	90	20.2
Vocational/Technical	23	--	--	9	--	--	8	--	--	6	--	--

Undecided	1	--	--	1	--	--	0	--	--	0	--	--
Did Not Respond	36	8	22.2	15	--	--	9	--	--	12	--	--
<b>Undergraduate GPA</b>												
3.5-4.0	506	159	31.4	155	49	31.6	236	73	30.9	115	37	32.2
2.5-3.49	1448	241	16.6	431	65	15.1	643	123	19.1	374	53	14.2
Below 2.5	120	11	9.2	49	5	10.2	47	1	2.1	24	--	--
Did Not Respond	49	20	40.8	13	--	--	9	--	--	27	14	51.9

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

(continued on next page)

**Table 15: 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	%
<b>Where Prepared</b>												
In California	1454	279	19.2	433	74	17.1	635	136	21.4	386	69	17.9
Outside of California	315	91	28.9	107	24	22.4	151	47	31.1	57	20	35.1
Did Not Respond	354	61	17.2	108	24	22.2	149	17	11.4	97	20	20.6
<b>Gender</b>												
Female	779	142	18.2	234	33	14.1	346	74	21.4	199	35	17.6
Male	1332	287	21.5	409	89	21.8	585	126	21.5	338	72	21.3
Did Not Respond	12	--	--	5	--	--	4	--	--	3	--	--
<b>Ethnicity</b>												
African American	72	7	9.7	20	--	--	35	1	2.9	17	--	--
Asian American	64	9	14.1	24	--	--	26	3	11.5	14	--	--
Filipino	23	--	--	9	--	--	7	--	--	7	--	--
SE Asian American	11	--	--	4	--	--	5	--	--	2	--	--
Pacific Islander	7	--	--	2	--	--	4	--	--	1	--	--
Mexican American	208	17	8.2	52	3	5.8	97	12	12.4	59	2	3.4
Latino or Other Hispanic	67	8	11.9	20	--	--	27	5	18.5	20	--	--
Native American, Amer. Indian, Alaskan Native	20	--	--	3	--	--	13	--	--	4	--	--
White	1505	348	23.1	472	100	21.2	658	159	24.2	375	89	23.7
Other	125	31	24.8	33	6	18.2	57	15	26.3	35	10	28.6
Did Not Respond	21	--	--	9	--	--	6	--	--	6	--	--
<b>Best Language</b>												
English	2058	424	20.6	614	117	19.1	915	200	21.9	529	107	20.2
Another Language	37	1	2.7	17	--	--	14	--	--	6	--	--
Did Not Respond	28	6	21.4	17	--	--	6	--	--	5	--	--

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

### Cumulative and First-Time Passing Rates for Each Test

Table 16 below 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. 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 16: Cumulative and First-Time Passing Rates on the Praxis and SSAT Social Science Exams (By Test)**

	Cumulative Passing Rates			First-Time Passing Rates		
	N	Passed N	%	N	Passed N	%
<b>SSAT:</b> Social Science	2263	1948	86.1	3462	2772	80.1
<b>Praxis:</b> Social Studies: Analytical Essays	1376	655	47.6	2137	677	31.7
Social Studies: Interpretation of Materials	1371	782	57.0	2123	863	40.7

**IMPORTANT NOTE:** See "Description of the Passing Rate Data".

## Summary

### Preparation and Demographic Data

Comparing the English, mathematics, and social science participants described in Tables 5, 9, and 13, respectively, yields the following observations. About half of each group 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 in California. In English, the majority of participants were female; the reverse is true in mathematics and social science. All three groups consisted predominantly (63-76%) 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 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.

### Passing Rates on the English, Mathematics, and Social Science Exams

Table 17 provides a summary of the cumulative and first-time passing rates on the Praxis and SSAT examinations in English, mathematics, and social science. These data are taken from the passing rate tables presented earlier. 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 across subject areas. 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, whereas there are three required of social science and mathematics credential candidates. The low passing

**Table 17: 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	2001	44.5	1401	63.6	2071	47.0
Mathematics	1236	15.1	711	26.3	968	16.0
Social Science	2100	26.3	1475	37.4	2123	20.3

**IMPORTANT NOTE:** See "[Description of the Passing Rate Data](#)".

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 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 subject areas, preparation in terms of semester units of coursework in the area, undergraduate major, and undergraduate grade point average are 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 May 1999 Agenda](#) |  
[Return to "Agenda Archives"](#) |  
[Return to "About CTC"](#) |





## California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** PERF-2

**Committee:** Performance Standards

**Title:** Recommended Revisions to the Knowledge and Skill Areas Assessed on the CLAD Exams, and Recommended Amendments to the CLAD/BCLAD Test Administration and Development Contract

✓ Action

**Prepared by:** Bob Carlson, Ph.D., Administrator  
Professional Services Division

### Summary of an Agenda Report

## Recommended Revisions to the Knowledge and Skill Areas Assessed on the CLAD Exams, and Recommended Amendments to the CLAD/BCLAD Test Administration and Development Contract

Professional Services Division  
April 21, 1999

### Overview of this Report

In March 1998, Commission staff initiated a review of CLAD/BCLAD Tests 1, 2, and 3 (the CLAD Exams). The purposes of the review were to re-examine the scope and content of the tests, and re-evaluate the validity of each of the knowledge and skill (K/S) areas that are assessed on the tests. A CLAD Examination Review Task Force carefully reviewed and discussed each of the 28 K/S areas on the three tests. While reaffirming the importance and validity of the 28 K/S areas, the Task Force recommended modifications to many of them for clarity or to update them by the addition and/or deletion of content.

A report on the CLAD Examination Review Task Force's evaluation of the CLAD Exams was presented to and accepted by the Commission in August 1998 and is attached to this report. The Commission authorized staff to analyze the effects of the Task Force's recommendations on the exams and project the costs of implementing the recommendations. In this current report, staff recommends that the Commission adopt the Task Force's recommendations and proposes a contract amendment for the purpose of revising the exams accordingly.

The Commission's current CLAD/BCLAD contract with National Evaluation Systems, Inc. (NES) is scheduled to expire on December 31, 1999, in the middle of the 1999-00 testing year. A more sensible contract expiration date would be June 30, 2000. This would allow for one registration bulletin (rather than two) in 1999-00, the same examinee fees for the full year, and the opportunity for NES to develop and field-test new test items if the Commission accepts staff recommendation to revise the knowledge and skill areas tested on CLAD/BCLAD Tests 1, 2, and 3. In this report, staff recommends extending the contract to June 30, 2000.

### **Policy Issues to be Resolved by the Commission**

Should the Commission revise the knowledge and skill areas assessed on the CLAD Exams on the basis of recommendations made by the CLAD Examination Review Task Force?

### **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 costs of revising the CLAD Examinations in accordance with the CLAD Examination Review Task Force's recommendations could be supported by the agency's base budget.

Extending the term of the contract would have no fiscal impact on the Commission. It would simply cover two more administrations of the CLAD/BCLAD Exams that, if not included in the current contract, would be included in a subsequent contract.

### **Recommendations**

- (1) Adopt the recommended revisions to the *Knowledge and Skill Areas for Assessment on the (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Examinations* shown in **Appendix B** of the attached report by the CLAD Examination Review Task Force.
- (2) Approve the contract amendments that are summarized in **Table 1** on the following page.

**Table 1**

### **Summary of Proposed Amendments to CLAD/BCLAD Test Administration and Development Contract**

- 
- Contract Number: TCC-4016
  - Contractor: National Evaluation Systems, Inc.
  - Contracting Period: October 31, 1994, to December 31, 1999
  - Purpose of Contract: Complete the development of and administer the CLAD/BCLAD Exams
  - Proposed Amendments:
    - Extend the contract until June 30, 2000
    - Revise Tests 1, 2, and 3 and related materials in accordance with the newly adopted knowledge and skill areas, at a cost not to exceed \$18,000.
-

# Amendments to the CLAD/BCLAD Test Administration and Development Contract

Professional Services Division

April 21, 1999

---

## Background

In October 1994, as a result of a competitive bidding process, the Commission approved a contract with National Evaluation Systems, Inc. (NES) for the development and administration of the CLAD/BCLAD Examinations. In February 1995, the Commission adopted the *Knowledge and Skill Areas for Assessment on the (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Examinations*. The Commission-adopted knowledge and skill (K/S) areas serve as the content specifications for the exams. A statewide Content Validation Survey conducted in November 1994 confirmed their importance.

The CLAD/BCLAD Exams, administered by NES for the Commission pursuant to Education Code Section 44253.5, include the following tests:

Test 1: Language Structure and First- and Second-Language Development

Test 2: Methodology of Bilingual, English Language Development, and Content Instruction

Test 3: Culture and Cultural Diversity

Test 4: Methodology for Primary-Language Instruction

Test 5: The Culture of Emphasis

Test 6: The Language of Emphasis

There are multiple versions of Test 5, each focusing on a specific culture. Versions of Test 5 are available for Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Latino, Punjabi, and Vietnamese. There are also multiple versions of Test 6, each focusing on a specific language. Each Test 6 consists of a listening component, a reading component, a speaking component, and a writing component. Test 6s are available for Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, and Vietnamese.

Teachers who pass Tests 1, 2, and 3 and meet a second-language requirement can earn CLAD Certificates, which authorize instruction to English language learners for English language development (ELD) and specially designed academic instruction delivered in English (SDAIE). Teachers who pass Tests 1 through 6 can earn BCLAD Certificates, which authorize ELD and SDAIE, as well as instruction in the (non-English) language of emphasis (i.e., instruction for primary-language development, and academic instruction delivered in the primary language). CLAD and BCLAD Certificates are issued to qualified teachers by the Commission.

CLAD/BCLAD Examinations are administered three times per testing year. A testing year is from July 1 through June 30. The contract is scheduled to expire on December 31, 1999. This report proposes a contract amendment to extend the contract until the end of the testing year (i.e., June 30, 2000).

In March 1998, Commission staff initiated a review of CLAD/BCLAD Tests 1, 2, and 3 (the CLAD Exams). The purposes of the review were to re-examine the scope and content of the tests, and re-evaluate the validity of each of the knowledge and skill (K/S) areas that are assessed on the tests. A CLAD Examination Review Task Force consisting of California educators with extensive experience and expertise in the education of English language learners carefully reviewed and discussed each of the 28 K/S areas on the three tests. For each K/S area, the review focused on (a) the sufficiency of the underlying knowledge base and (b) the importance of the K/S area for the effective teaching of English language learners.

The Task Force concluded that each of the K/S areas on the CLAD Exams (a) has a sufficient underlying knowledge base, and (b) is important for the job performance of teachers. While reaffirming the importance and validity of the 28 K/S areas, the Task Force recommended modifications to 26 of them for two purposes: 22 of the K/S areas need to be elaborated for clarity or to provide additional information, and 13 of the K/S areas need to be updated by the addition and/or deletion of content.

A report on the CLAD Examination Review Task Force's evaluation of the CLAD Exams was presented to and accepted by the Commission in August 1998 and is attached to this report. The Commission authorized staff to analyze the effects of the Task Force's recommendations on the exams and project the costs of implementing the recommendations. This current report recommends that the Commission adopt the Task Force's recommendations and proposes a contract amendment for the purpose of revising the exams accordingly.

## Revisions to the CLAD Examinations

Staff recommends that the Commission change the CLAD Examinations as recommended in [Appendix B](#) of the attached Task Force report. The Task Force members had extensive experience and expertise in the content of the CLAD Exams. During the review, they used an analytical methodology that was well-suited to an investigation of the validity of the examination content. By using this methodology thoughtfully and thoroughly, the Task Force reached conclusions about CLAD Exam changes that warrant serious consideration by the Commission.

To implement the Task Force's recommendations, staff recommends that the Commission (a) adopt the recommended

revisions to the K/S areas shown in [Appendix B](#) of the attached Task Force report and (b) approve a contract amendment by which NES would make changes to the exams and related materials in accordance with the revised K/S areas. If the Commission approves the contract amendment, NES would do the following:

- Revise the K/S areas and disseminate them to Bilingual Teacher Training Programs and other interested parties.
- Develop new test items and recode or revise existing test items.
- Facilitate the review of new and revised test items by a content advisory panel and the Bias Review Committee.
- Following the item review meetings, finalize the items and field-test them on operational test forms.
- Analyze the performance of the items on the field test on the basis of predetermined statistical criteria.
- Create new test forms by incorporating new items that perform satisfactorily on the field test into operational test forms.
- Equate new test forms with previous test forms.
- Revise holistic scoring materials (e.g., marker responses) to reflect revisions to essay assignments.
- Revise the CLAD Study Guide.

NES could complete these activities during the 1999-00 testing year (if the current contract is extended until June 30, 2000, as discussed below). New test forms incorporating the revisions would be available for administration in the 2000-01 testing year. If the current administration schedule (i.e., October, February, and June each testing year) is not changed, the first administration of the new test forms would be in October 2000.

The cost for revising the CLAD Exams as described above would not exceed \$18,000. This amount can be supported from the agency's base budget.

### **Contract Extension**

The NES CLAD/BCLAD contract is currently scheduled to expire on December 31, 1999. This is in the middle of the 1999-00 testing year. A significant disadvantage of a contract expiration date in the middle of a testing year is that it would require two registration bulletins, potentially from two different contractors, for one year. If the contract were to expire on December 31, 1999, NES would have to print and disseminate a registration bulletin for only one administration date (October 1999). Once a new contract was signed, the new contractor (which could be NES or a firm other than NES) would have to print and disseminate a registration bulletin for the remaining two administrations (February and June) in the testing year. This would be an inefficient duplication of effort, which could easily confuse potential CLAD/BCLAD examinees. Furthermore, implementing a new contract in the middle of the testing year could lead to higher examinee fees during that year.

For these reasons, staff recommends that the Commission extend the CLAD/BCLAD contract with NES for six months, until June 30, 2000. The extension would allow for a single registration bulletin with the current testing fees for the entire year. In addition, the extension would allow time for NES to develop and field-test new test items if the Commission adopts the recommended changes to the K/S areas on the CLAD Exams. The contract amount approved by the Commission will be sufficient to pay for administrations through the proposed expiration date of June 30, 2000.

## **ATTACHMENT TO PERF-2**

### **California Commission on Teacher Credentialing**

**Meeting of  
May 5-6, 1999**

**AGENDA**      **PERF - 2**

**ITEM**

**Number:**

**Committee:**    **Performance Standards**

**TITLE:**        **Recommended Revisions to the Knowledge and Skill Areas Assessed on the CLAD Exams, and Recommended Amendments to the CLAD/BCLAD Test Administration and Development Contract**

The attached report entitled *Report of a Review of the Knowledge and Skill Areas that are Assessed on the CLAD Examinations* is an attachment to PERF-2 of the Commission's May 5-6, 1999, meeting.

| [Click Here for Table of Contents](#) |

## **Report of a Review of the Knowledge and Skill Areas that are Assessed on the CLAD Examinations**

**A Report to the  
California Commission on Teacher Credentialing  
by the  
CLAD Examination Review Task Force**

**State of California  
Sacramento, California  
August 1998**

**California Commission on Teacher Credentialing  
State of California  
Pete Wilson, Governor  
1998**

**Commission Members**

Carolyn Ellner, Chair	University Faculty Member
Torrie L. Norton, Vice Chair	Elementary School Teacher
Phillip Barker	Middle School Teacher
Melodie Blowers	School Board Member
Verna B. Dauterive	School Administrator
Scott Harvey	Public Member
Carol Katzman	Office of the Superintendent of Public Instruction
Patricia Kuhn	Elementary School Teacher
Helen Lee	Public Member
Doris Miner	School Counselor
Gary Reed	Public Member
Craig Smith	Public Member
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
Elizabeth Graybill	Postsecondary Education Commission
Jon Snyder	Regents, University of California
Bill Wilson	California State University

**Executive Officer**

Sam W. Swofford, Ed.D.	Executive Director
------------------------	--------------------

**Representing:**

**CLAD Examination Review Task Force  
California Commission on Teacher Credentialing  
1998**

<b>Task Force Members</b>	<b>Professional Positions</b>	<b>Organizations</b>
Myron Berkman	Teacher, English-as-a-Second Language and SDAIE Social Studies	Berkeley Unified School District

Mary Bishop	Bilingual Coordinator and Teacher	Los Angeles Unified School District
Carlos Cortés	Professor Emeritus, Department of History	University of California, Riverside
Nicholas S. D'Amico	Visiting Consultant, Bilingual Teacher Training Programs	California Department of Education
Claudia Lockwood	Director, Multilingual Education	San Joaquin County Office of Education
Elizabeth Mason-Hernandez	Bilingual Program Coordinator	Spreckels Union Elementary School District
Barbara Merino	Director, Teacher Education; Professor, Education & Linguistics	University of California, Davis
Denise Murray	Chair, Department of Linguistics and Language Development	San Jose State University
Robert Rossier	Board Member	READ Institute San Marino, California
Lydia Stack	Supervisor, Language Academy and Bilingual Programs	San Francisco Unified School District
Lillian Utsumi	Teacher, Professional Development	Los Angeles Unified School District
Concepción M. Valadez	Professor, Department of Education	University of California, Los Angeles
Martha Villafranca	Elementary Classroom Teacher	Chula Vista Elementary School District
Alison Weeks	Program Director, San Francisco Independent Scholars	Pacific Research Institute, San Francisco
Terrence Wiley	Professor, Education and Linguistics	California State University, Long Beach
Gay Yuen Wong	Professor, Charter School of Education	California State University, Los Angeles
<b>Organizational Liaisons to the Task Force</b>		
Bob Carlson	Consultant, Examinations and Research	California Commission on Teacher Credentialing
Bill Gorth and Janet Bell	President and Program Manager	National Evaluation Systems, Inc.
<b>Support Staff for the Task Force</b>		
David Wright	Director, Office of Policy and Programs	California Commission on Teacher Credentialing
Margaret Olebe	Consultant, Program Evaluation and Research	California Commission on Teacher Credentialing
Roz Myers	Office Technician, Office of Policy and Programs	California Commission on Teacher Credentialing
<b>Research Assistant for the Task Force</b>		
Sue Baker	Doctoral Student in Education	Stanford University

---

## Table of Contents

## **Introduction to the CLAD Examination Review**

### **Part Background Information about the CLAD Examinations**

**1:**

The CLAD/BCLAD System

The CLAD/BCLAD Domains of Knowledge and Skill

Alternative Ways to Earn CLAD Emphasis Credentials and Certificates

Instructional Services Authorized by CLAD Emphasis Credentials and CLAD Certificates

Description of the CLAD Examinations

Development of the CLAD Examinations

### **Part The CLAD Examination Review Task Force**

**2:**

### **Part Purpose and Methodology of the Review**

**3:**

Purpose of the Review

Methodology of the Review

### **Part Results of the Review**

**4:**

### **Part Appendices**

**5:**

Appendix A: Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

Appendix B: Recommended Revisions to the Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

## **List of Figures and Tables**

Figure 1: The CLAD/BCLAD System for the Preparation and Credentialing of Teachers for Limited-English-Proficient Students

Table 1: Current Position, Experience, and Certification of Members of the CLAD Examination Review Task Force

Figure 2: Decision Options for Policy Question One: Knowledge Base

Figure 3: Decision Options for Policy Question Two: Job Importance

Table 3: Results of the Review for Test One

Table 4: Results of the Review for Test Two

Table 5: Results of the Review for Test Three

## **Executive Summary**

In March 1998, the California Commission on Teacher Credentialing initiated a review of the Crosscultural, Language and Academic Development (CLAD) Examinations, which are administered by the Commission pursuant to Education Code Section 44253.5. The purpose of the three CLAD Examinations is to provide a responsible way for certificated teachers to demonstrate their competence as instructors of English Learners in California public schools (K-12). When a teacher passes the three CLAD Exams, the teacher has met a significant requirement for a CLAD Certificate from the Commission, which grants a legal authorization for the teacher to provide English Language Development instruction and/or Specially-Designed Academic Instruction in English to English Learners (K-12).

The Commission's purposes in sponsoring the review of the CLAD Examinations were to re-examine the scope and content of the exams, and re-evaluate the validity of each of the knowledge and skill (K/S) areas assessed in the three exams. For this purpose, the Commission's Executive Director appointed a CLAD Examination Review Task Force consisting of California educators with extensive experience and expertise in the education of limited-English-proficient students. The Task Force

carefully reviewed and discussed each of the 28 K/S areas that comprise the three exams. For each K/S area, the review focused on (1) the sufficiency of the underlying knowledge base and (2) the importance of the K/S area for the effective teaching of limited-English-proficient students.

The Task Force concluded that each of the K/S areas on the CLAD Examinations (1) has a sufficient underlying knowledge base, and (2) is important for the job performance of teachers. While reaffirming the importance and validity of the 28 K/S areas, the Task Force recommended modifications to 26 of them for two purposes: 22 of the K/S areas need to be elaborated for clarity or to provide additional information, and 13 K/S areas need to be updated by the addition and/or deletion of content. Of the 13 K/S areas recommended for content changes, three are on CLAD Test 1 (Language), five are on Test 2 (Methodology), and five are on Test 3 (Culture). Recommended content modifications most frequently involved the addition of new content to an existing K/S area. All of the recommended K/S elaborations and changes are presented in the following report, along with a rationale for each one.

## **Introduction to the CLAD Examination Review**

In May 1991 the California Commission on Teacher Credentialing adopted a new system for preparing and credentialing teachers for limited-English-proficient (LEP) students. The system had been designed by the Commission's Bilingual Cross-cultural Advisory Panel, a group of California educators with broad experience and expertise in the education of LEP students. The new system was prompted by the increasing number and diversity of LEP students in California, and by limitations in the prior policies for preparing and credentialing teachers for these students.

After adopting a design for the new system, the Commission authorized the staff and the Bilingual Crosscultural Advisory Panel to develop and implement it. An important element of the new credential system is the set of six CLAD/BCLAD Examinations<sup>1</sup> that are administered by the Commission pursuant to Education Code Section 44253.5. According to the new credential system, passage of CLAD/BCLAD Tests 1-3 is one way for a teacher to satisfy one of the requirements for a CLAD Certificate, which authorizes instruction to LEP students pursuant to Education Code Section 44253.3. The contents of the CLAD Examinations (i.e., Tests 1-3) are based on a set of knowledge and skill (K/S) areas that were adopted by the Commission in February 1995. All of the 28 K/S areas are displayed in [Appendix A](#).

<sup>1</sup>CLAD is an acronym for "Crosscultural, Language and Academic Development." BCLAD is an acronym for "Bilingual, Crosscultural, Language and Academic Development."

In February 1998, the Executive Director of the Commission appointed 16 California educators with experience and expertise in the education of LEP students to a CLAD Examination Review Task Force. The Executive Director's charge to the Task Force was to re-examine the scope and content of the CLAD Examinations and re-evaluate the validity of the K/S areas that are assessed in the three exams. Specifically, the Task Force was directed to evaluate (1) the extent to which each K/S area is well grounded in the professional knowledge base, and (2) the degree to which it is also important for teachers to know before they are assigned to teach LEP students. This report presents the results of the Task Force's work.

[Part 1](#) of this report provides background information about the CLAD/BCLAD system and the CLAD Examinations. [Part 2](#) describes the CLAD Examination Review Task Force. [Part 3](#) describes the purpose and methodology of the review, and [Part 4](#) provides the results.

## **Part 1: Background Information about the CLAD Examinations**

### **The CLAD/BCLAD Credential System**

The CLAD/BCLAD system for preparing and credentialing teachers for LEP students encompasses teacher preparation programs and coursework, teaching credential examinations, and credentials and certificates that authorize the teaching of LEP students. Based on an assumption that teachers of LEP students need specialized skills and knowledge, the CLAD/BCLAD system consists of two primary parts. One part addresses the preparation and training of teachers to provide instruction in English to LEP students. This aspect of the system is referred to as "Crosscultural, Language and Academic Development" or "CLAD." The second part addresses the preparation and training of bilingual teachers and is referred to as "Bilingual, Crosscultural, Language and Academic Development" or "BCLAD." In both parts of the system, the CLAD component reflects the common core of knowledge and skills that are needed by all teachers of LEP students.

The CLAD/BCLAD system is presented graphically in [Figure 1](#) on the next page. It includes the following elements:

- CLAD/BCLAD Emphasis Credentials,
- CLAD/BCLAD Certificates,
- CLAD/BCLAD Examinations, and
- CLAD/BCLAD Specialist Credentials.

The CLAD and BCLAD Emphasis Credentials, Certificates, and Examinations are all based on the same domains of knowledge and skill. A description of these domains of knowledge and skill follows.

### **The CLAD/BCLAD Domains of Knowledge and Skill**

The top box in [Figure 1](#) lists the domains of knowledge and skill that are the foundation for all elements in the CLAD/BCLAD system. Each is described below.

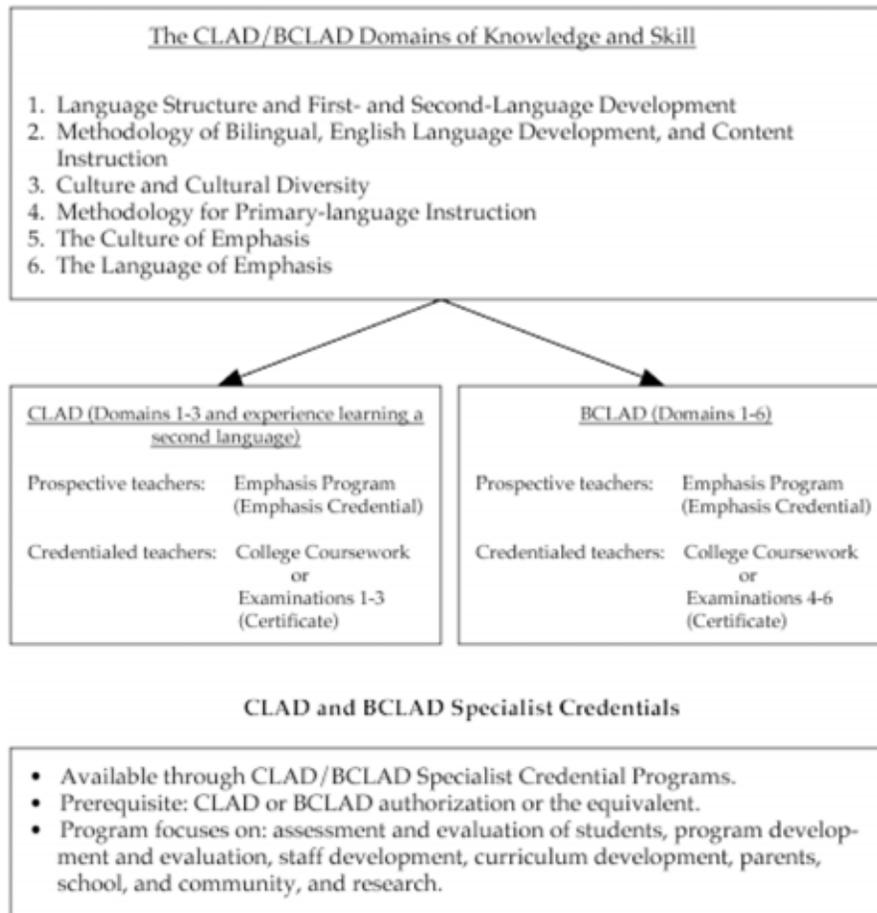
**Domain 1: Language Structure and First- and Second-Language Development.** Domain 1 includes two primary areas. The first is language structure and use, including universals and differences among languages and the structure of English. The second area includes theories and models of language development as well as psychological, sociocultural, political, and pedagogical factors affecting first- and second-language development.

**Domain 2: Methodology of Bilingual, English Language Development, and Content Instruction.** Three areas are included in Domain 2. The first covers theories and methods of bilingual education, at a level needed by all teachers of LEP students (not

**Figure 1**

**The CLAD/BCLAD System for Preparing and Credentialing Teachers for Limited-English-Proficient Students**

**CLAD and BCLAD Emphasis Credentials and Certificates**



only bilingual teachers). This first area includes the foundations of bilingual education, program models, and instructional strategies. The second area covers theories and methods for instruction in and through English, including approaches with a focus on English language development, approaches with a focus on content area instruction (including specially designed academic instruction delivered in English, or SDAIE), and working with paraprofessionals. The third area in this domain consists of the knowledge and skills needed to appropriately assess students' language abilities and subject-matter achievement.

**Domain 3: Culture and Cultural Diversity.** Domain 3 includes three areas. The first area, culture and cultural interactions, includes the nature of culture (e.g., definitions of culture, intragroup and intergroup differences), the content of culture (e.g., values and beliefs, roles and status), and crosscultural contact and interactions (e.g., acculturation, pluralism, prejudice). The second area, cultural diversity in the United States and California, includes historical perspectives, historical and contemporary demography, migration, and immigration. The third area includes issues related to the provision of culturally responsive instruction, such as classroom organization and interactions, curriculum, instructional strategies, and the roles of families and community resources. This domain does not focus on any specific cultural group but on culture in general and its role in education.

**Domain 4: Methodology for Primary-language Instruction.** Domain 4 includes instructional delivery and assessment in bilingual classrooms, criteria for the selection and use of primary-language materials for instruction and assessment, and strategies for augmenting existing resources.

**Domain 5: The Culture of Emphasis.** Domain 5 consists of the knowledge and skills related to the culture associated with a bilingual teacher's language of emphasis. It includes the origins and characteristics of the culture of emphasis and major historical periods and events, demography, migration and immigration, and contributions of the culture of emphasis in California and the United States.

**Domain 6: The Language of Emphasis.** Domain 6 includes proficiency in the language in which the teacher wishes to be authorized to provide primary-language instruction. Language proficiency is required in the areas of speaking, listening, reading, and writing.

These six domains of knowledge and skill are the heart of the CLAD/BCLAD system. The requirements for the CLAD and BCLAD Emphasis Credentials and Certificates are based on these domains, and a CLAD or a BCLAD Emphasis Credential or Certificate (or the equivalent) is a prerequisite for the CLAD or BCLAD Specialist Credential.

### **Alternative Ways to Earn CLAD Emphasis Credentials and Certificates**

The requirements for a CLAD Emphasis Credential and a CLAD Certificate are summarized in the left middle box of **Figure 1**. They include the knowledge and skills in domains 1 through 3 (listed in the top box) and experience learning a second language. A prospective teacher (i.e., an individual who does not yet hold a teaching credential) can earn a Multiple or Single Subject Teaching Credential with a CLAD Emphasis by completing a Commission-approved teacher preparation program at a college or university. An already credentialed teacher can earn a CLAD Certificate either through college coursework or through examinations.

The college coursework route to a CLAD Certificate requires completion of 12 upper-division semester units (or 24 units at any level) at a regionally accredited college or university in courses that cover domains 1 through 3. Verification of experience learning a second language is also required. The purpose of this requirement is not fluency, but an experiential understanding of the process of second-language development and an empathy for students who are learning English. The basic second-language requirement is six semester units of coursework in a language other than English at a college or university; however, there are 15 other options for satisfying this requirement.

The examination route to a CLAD Certificate requires passage of the CLAD/BCLAD Tests 1, 2, and 3. Verification of experience learning a second language is also required as described above.

### **Instructional Services Authorized by CLAD Credentials and Certificates**

The holder of a CLAD Emphasis Credential or a CLAD Certificate is authorized to provide to LEP students two types of instruction: instruction for English language development (ELD), and specially designed academic instruction delivered in English (SDAIE). Instruction for ELD is instruction designed specifically for LEP students to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL) or "teaching English to speakers of other languages" (TESOL). SDAIE is instruction in a content area, delivered in English, that is specially designed to provide LEP students with access to the curriculum. This type of instruction involves the use of specific instructional techniques and strategies to make grade-level content instruction comprehensible to students with sufficient proficiency in English to benefit from such instruction, but whose proficiency in English would not allow them to benefit from mainstream instruction. SDAIE involves strategies based on an understanding of language development and the important role of culture in education.

### **Description of the CLAD Examinations**

The CLAD/BCLAD Examinations, which already-credentialed teachers can take to earn CLAD and BCLAD Certificates, consist of six tests, one for each of the domains of knowledge and skill on which the CLAD/BCLAD system is based (see **Figure 1**). For example, CLAD/BCLAD Test 1 covers the knowledge and skills in domain 1, Test 2 covers those in domain 2, etc. The title of each test is the same as the title of the domain it covers. Teachers can pass Tests 1-3, referred to in this report as the CLAD Examinations, as an optional way of satisfying one of the requirements for a CLAD Certificate.

CLAD Test 1 consists of 50 multiple-choice questions about language structure and first- and second-language development. Test 2 has 50 multiple-choice items and one essay assignment about the methodology of English Language Development, content and bilingual instruction. Test 3 includes 40 multiple-choice items and one essay assignment about culture and cultural diversity. The CLAD Examinations are currently administered three times per year by National Evaluation Systems, Inc. under contract to the Commission.

For each of Tests 1-3, the Commission has adopted a set of knowledge and skill (K/S) areas to be assessed. The identification of these K/S areas and the development of the CLAD Examinations are described below. The K/S areas for Tests 1-3 were the focus of the CLAD Examination Review Task Force's efforts.

### **Development of the CLAD Examinations**

Following the Commission's adoption in May 1991 of the new CLAD/BCLAD system for preparing and credentialing teachers for LEP students, the staff and the Bilingual Crosscultural Advisory Panel (BCAP) determined that there should be an examination for each of the six domains of knowledge and skill, and began to define the specific content that would be included in each exam. In August 1991, the staff and members of the BCAP presented to the Commission a detailed outline of proposed content for each of the six CLAD/BCLAD tests. The Commission immediately decided to sponsor a field review which, in the fall of 1991, provided an opportunity for 2,000 educators throughout California to react to the proposed content outlines. These included teachers of LEP students; teacher trainers; district-, county-, and school-level bilingual/ESL coordinators and specialists; university program directors and faculty members; and professional organizations. Approximately 650 educators responded to the field review. The results were examined by the staff and the BCAP, and changes, based on those data, were made to the content outlines, where necessary.

The development, review, and field-testing of questions for the CLAD/BCLAD Examinations began in 1992. The content outlines served as the basis for the drafting of questions. During the ongoing process of writing and reviewing exam questions, the staff and the BCAP made additional modifications to the detailed content outlines.

The work described above was conducted with contracted assistance from Cooperative Personnel Services. In October 1994, as a result of a competitive bidding process, the Commission entered into a contract with National Evaluation Systems, Inc. (NES) for the completion and administration of the CLAD/BCLAD Examinations.

One of NES's first responsibilities as contractor was to work with the staff and the BCAP to finalize the content to be assessed on the CLAD/BCLAD Examinations for presentation to and adoption by the Commission. Using the detailed content outlines as a basis, NES worked with the staff and the BCAP to create a description of the content to be assessed on the exams clearer, more succinct, and more user-friendly description of the content to be assessed on the exams. All participants in this effort agreed that a list of the knowledge and skill (K/S) areas to be assessed on each exam, with examples of the topics that were eligible to be covered in each area, would be more appropriate than a detailed content outline. The staff and NES converted the content outlines into a draft set of 63 K/S areas with illustrative topics where appropriate. The draft set was reviewed by the BCAP in October 1994. Revisions were made, and a final version was approved.

In November 1994 the proposed K/S areas, in a Content Validation Survey, were sent to over 2,000 teachers and other educators involved in the education of LEP students in California. Survey recipients were asked to judge the importance of each K/S area for the successful instruction of LEP students. NES summarized the results of the Content Validation Survey and presented them to the BCAP in January 1995. Because of the high importance ratings given to the proposed K/S areas, no changes were made by the BCAP, and in February 1995, the Commission adopted the K/S areas. The adopted K/S areas for Tests 1-3, which are the subject of this report, are provided in [Appendix A](#).

---

## **Part 2: The CLAD Examination Review Task Force**

Members of the CLAD Examination Review Task Force were selected on the basis of their professional expertise related to the two policy questions to be addressed in the review (which are described in Part 3 of this report). The Commission's Office of Policy and Programs (OPP) sought to identify and select individuals who have a very strong command of (1) the knowledge base that the CLAD Examinations measure, and (2) instructional programs and practices that are most effective for teaching LEP students in California schools. In relation to the two policy questions, OPP sought to identify and select individuals who know about and subscribe to a wide range of professional perspectives regarding the education of LEP students.

To compose a balanced Task Force, OPP looked for (a) California-based scholars who have contributed to the published research literature about the education of LEP students, (b) professional educators who supervise and train teachers to implement programs and practices that contribute to the education of LEP students, and (c) classroom teachers who are experienced and effective in providing instruction for English language development and content-based instruction to LEP students in California schools (K-12).

To identify individuals with these professional qualifications, OPP considered the relevant research literature, conferred with the presidents of professional associations, contacted school districts that offer effective programs to LEP students, and consulted with state-level policy leaders in education. The Director of OPP screened the qualifications of approximately 50 professional educators whose experience and expertise were known to be closely related to the Task Force's charge. In addition to assessing the professional experience and contributions of the potential reviewers, the Commission's staff also made a point of considering their professional perspectives related to the education of LEP students, in an effort to secure the services of professionals with a broad range of philosophies and perspectives.

Based on this screening process, the Commission's Executive Director extended invitations to 19 distinguished educators. Three of these professionals were not able to serve because they did not have sufficient time to commit to the review. The remaining 16 individuals accepted the Executive Director's invitation.

During one of the Task Force meetings, the Commission's staff asked the members to complete a Task Force Member Questionnaire for the purpose of obtaining accurate information about each member's current professional position, prior experiences, education, certification and language proficiencies. This survey indicated that the Task Force included an impressive degree of experience, expertise and scholarship in education. Three of the Task Force members are K-12 classroom teachers who instruct limited-English-proficient students in both elementary and secondary settings. These teachers have an average of sixteen years of experience teaching LEP students. Two have been master teachers, supervising teachers, or mentor teachers, or have acted as support providers in the Beginning Teacher Support and Assessment (BTSA) Program. Two have earned the Language Development Specialist (LDS) Certificate, a CLAD Certificate, or a CLAD Emphasis Credential.

The 13 Task Force members who are not currently K-12 classroom teachers are employed in a variety of settings including colleges, universities, research institutes, county offices of education, and the California Department of Education. Ten of these members are currently teaching classes or programs for teachers of LEP students, and have an average of fifteen years of experience in this capacity. Eight members teach courses for prospective teachers of LEP students, including courses in language development, theories and methods of English Language Development (ELD), theories and methods of specially designed academic instruction delivered in English (SDAIE), and/or culture and cultural diversity. These members have an average of twelve years of experience in educating prospective teachers of LEP students. Of the thirteen members who are not currently serving as K-12 classroom teachers, twelve have been teachers of LEP students in the past, with an average of ten years of K-12 classroom teaching experience. Three of these members hold the Language Development Specialist (LDS)

Certificate, a CLAD Certificate, or the CLAD Emphasis Credential; three others hold bilingual teacher certification. Ten of the 16 Task Force members have contributed to the literature related to the education of LEP students by writing articles, chapters or books that have been published for professional educators and educational researchers. Several of these members have contributed very extensively to this published research literature.

**Table 1** provides summary information about the Task Force members' positions, experience, and certification. Eleven of the Task Force members were females; five were males. The Task Force included four members who identify themselves as Mexican-Americans, two who reported they are Asian-Americans, one Italian-American, and nine who are White Non-Hispanics.

**Table 1**  
**Current Positions, Experience, and Certification of**  
**Members of the CLAD Examination Review Task Force**

<hr/>	
K-12 Classroom Teachers	(N = 3)
<hr/>	
Setting	
Grades K-5	2 Teachers
Grades 6-12	1 Teachers
Teaching LEP students	3 Teachers
Experience	
Years teaching LEP students	Range: 10-20 years; Average: 16
Been a master/training/mentor teacher or BTSA support provider	2 Teachers
Certification	
CLAD Credential/Certificate or Language Development Specialist Certificate	2 Teachers
Bilingual Certification <sup>a</sup>	0 Teachers
<hr/>	
Other Than K-12 Classroom Teachers	(N = 13)
<hr/>	
Setting	
School District Office	3 Members
County Office of Education	1 (BTTP Director <sup>b</sup> )
College or University	6 Members
Research Institutes	2 Members
California Department of Education	1 Member
Training Teachers of LEP Students	10 Members
Teaching Courses in CLAD Domains 1-3	8 Members
Experience	
Years Training/Supervising Teachers of LEP Students	Range: 5-22; Mean: 15 years
Years Teaching CLAD Courses	Range: 1-22; Mean: 12 years
Been a K-12 Classroom Teacher	12 Members
Years Teaching LEP Students	Range: 2-25; Mean: 10 years
Certification	
CLAD Credential or LDS Certificate	3 Members

<sup>a</sup> Bilingual Certificate of Competence, Bilingual Emphasis Credential, BCLAD Certificate, BCLAD Emphasis Credential, or Bilingual Specialist Credential.

<sup>b</sup> Bilingual Teacher Training Program

---

### **Part 3: Purpose and Methodology of the Review**

#### **Purpose of the Review**

The Executive Director of the Commission appointed the CLAD Examination Review Task Force for the purpose of reviewing the validity of the knowledge and skill areas for the CLAD Examinations, which were adopted by the Commission in February 1995. The Executive Director's charge to the Task Force was to examine the scope and content of the CLAD Examinations and evaluate the validity of each of the K/S areas assessed in the three exams. Specifically, the Task Force was asked to respond to the following two policy questions for each K/S area in the CLAD Examinations.

Policy Question One: Is the K/S area sufficiently grounded in an underlying body of knowledge and research that it can be included in an examination that is used for teacher certification decisions?

Policy Question Two: Is the K/S area important for teachers of LEP students in California public schools today?

Pertaining to the two policy questions, the Commission intended to rely on the Task Force's advice to make any changes in the CLAD Examinations that may be needed. The agency knows that knowledge and skill areas must be grounded in clear professional knowledge, substantiated research and published literature in order to be included in an examination that the Commission uses to make teacher certification decisions. Similarly, the CLAD Examinations should include only those K/S areas that are important for teachers of LEP students to know and be able to do. By addressing the two policy questions, the review was designed to ensure that the CLAD Examinations will, in the future, continue to focus on important, well-grounded knowledge and skills that are needed by the professional teachers of LEP students in California.

When the Commission's Bilingual Crosscultural Advisory Panel (BCAP) developed the original CLAD/BCLAD content outlines and the resulting K/S areas that were adopted by the Commission, the panel determined that each K/S area to be included in the CLAD Examinations was sufficiently grounded in an underlying body of knowledge and research, and that each K/S area was important for the teaching of California's LEP students. The BCAP's judgments were supported by the Content Validation Survey, described above, that was conducted in November 1994. To assure that the CLAD Examinations continue to meet these high standards, the Commission decided to initiate a review of all K/S areas in the CLAD Examinations.

#### **Methodology of the Review**

The methodology of the review consisted of Task Force reviews, discussions and decisions about the K/S areas on the three CLAD Examinations. For each of the 28 K/S areas on the three exams, the Task Force made decisions about the two policy questions. The Task Force also made decisions about the clarity, accuracy, and completeness of the K/S area, recommending modifications when necessary.

The Task Force met for six days from March through June 1998. The Task Force's efforts were facilitated and supported by the Commission staff, the exam contractor's staff (National Evaluation Systems, Inc.), a research assistant, and members of the Commission's Bilingual Crosscultural Advisory Panel. At the beginning of the review, the Commission staff, NES staff, and two members of the BCAP provided an historical overview and description of the CLAD Examinations. During the review, the staff and BCAP members provided information about the BCAP's intent and purpose when the K/S areas were originally developed. The Commission's staff organized and facilitated the Task Force meetings, and presented CLAD Exam items to the Task Force when requested to do so. A research assistant kept records of the decisions and recommendations by the Task Force at each meeting.

The Task Force's discussions of many K/S areas were animated debates in which multiple perspectives and philosophies were expressed and evaluated. Members of the Task Force had many opportunities to determine that CLAD K/S areas should be deleted, retained and changed, or retained without changes. When alternative views were suggested, the Task Force members spent as much time as needed to assess (1) the knowledge base and (2) the job importance of each K/S area.

Following each meeting of the Task Force, the staff compiled a record of the group's decisions at the meeting. Each record was distributed to Task Force members prior to the next meeting, and was discussed by the Task Force at the beginning of the next meeting. On several occasions, the Task Force's subsequent discussions persuaded the group to alter their prior decisions and

recommendations, as necessary. In this way each K/S area was reviewed and evaluated at least two times during the review.

**Methodology for Policy Question One: Knowledge Base.** To resolve Policy Question One on the sufficiency of the knowledge base underlying each K/S area, the Task Force read a K/S area and then discussed the nature, breadth, and depth of the knowledge base underlying it. Task Force members were informed that, if they believed it was necessary, they could direct the Research Assistant to present evidence of the knowledge base from the published literature. Given their familiarity with the literature, however, the Task Force never felt that this step was needed. Task Force members were also given the option of requesting information about CLAD Exam questions that are related to a particular K/S area. They could also request a reading of the related exam questions. The Task Force took advantage of this option on several occasions when the description and reading of CLAD Exam questions served to illustrate and exemplify the meanings of K/S areas.

**Decision Options for Policy Question One: Knowledge Base.** To resolve Policy Question One, the Task Force had four decision options related to each K/S area, as shown in [Figure 2](#) below.

**Figure 2**  
**Decision Options for Policy Question One: Knowledge Base**

Decision Option One	The knowledge base is sufficient; recommend that the Commission make no change in the K/S area.
Decision Option Two	The knowledge base is sufficient; recommend that the Commission elaborate on the language of the K/S area.
Decision Option Three	The knowledge base is sufficient; recommend that the Commission change the language of the K/S area.
Decision Option Four	The knowledge base is not sufficient; recommend that the Commission delete the K/S area from the exams.

The distinction between Decision Options Two and Three is as follows. For a given K/S area, the Task Force could decide that the knowledge base is sufficient, but that the K/S area's description should be elaborated to make it more clear and/or more congruent with the examination questions. Such elaborations would serve not to change the K/S area, but to better describe it. When this happened, the Task Force elected Decision Option Two. Alternatively, the Task Force could decide that the knowledge base is sufficient, but that the K/S area should be changed by the addition or deletion of substantive content. When this occurred, the Task Force selected Decision Option Three. Options Two and Three were not mutually exclusive; the Task Force could decide to both elaborate and change a K/S area.

**Methodology for Policy Question Two: Job Importance.** To resolve Policy Question Two on the importance of each K/S area for effective teaching of LEP students, the Task Force read every K/S area and discussed its importance for the effective teaching of California's large population of LEP students. To clarify the meaning of a K/S area, Task Force members could ask about the nature and content of current exam questions that are related to the K/S area. The Commission's staff presented such exam questions to the Task Force when asked to do so.

For each K/S area, the Task Force had four decision options for Policy Question Two as shown in [Figure 3](#) on the next page. As described above for Policy Question One, the distinction between Decision Options Two and Three also applied to Policy Question Two.

**Figure 3**  
**Decision Options for Policy Question Two: Job Importance**

Decision Option One	The K/S area has high job importance; recommend that the Commission make no change in the K/S area.
Decision Option Two	To strengthen the K/S area's high job importance, recommend that the Commission elaborate on the language of the K/S area.
Decision Option Three	To strengthen the K/S area's high job importance, recommend that the Commission change the language of the K/S area.
Decision Option Four	The K/S has low job importance; recommend that the Commission delete it from the CLAD Examinations.

## Part 4: Results of the Review

The results of the Task Force review are summarized in [Tables 3, 4, and 5](#) on the following pages. The specific elaborations and content changes recommended by the Task Force to the K/S areas are provided in [Appendix B](#).

As shown in [Tables 3, 4, and 5](#), the Task Force concluded that every one of the 28 K/S areas on the three CLAD Examinations (a) has a sufficient underlying knowledge base, and (b) is important for job performance. The Task Force recommended modifications to 26 of the K/S areas. The Task Force recommended that 22 of the K/S areas be elaborated for clarity or to

provide additional information, and that 13 K/S areas be changed by the addition and/or deletion of content. Of the K/S areas recommended for content changes, three are on Test 1, five are on Test 2, and five are on Test 3. Recommended content changes most frequently involved the addition of content to a K/S area. The recommended content changes are summarized below.

#### Recommended Content Changes to K/S Areas on Test One:

- Add *constructivism* as a theory/model of language that has implications for second-language development and pedagogy to K/S area 4.
- Add the concept of *monitor* to pedagogical factors affecting first- and second-language development (K/S area 5) and delete the concept of *monitor* from cognitive factors affecting first- and second-language development (K/S area 7).
- Add the concept of *zone of proximal development* to cognitive factors affecting first- and second-language development (K/S area 7).

#### Recommended Content Changes to K/S Areas on Test Two:

- Reconceptualize the program types in K/S area 2 to better match the literature and practice.
- Add *constructivist approaches* to instruction with a focus on English language development: ESL methods (K/S area 6).
- Delete *whole language* and add *balanced, comprehensive, and integrated approaches* to instruction with a focus on English language development: Listening and speaking (K/S area 8).
- Add *developing student's academic language* as to the goal of fostering English language development (K/S area 9).
- Add the *selection of activities and strategies for developing students' academic language* to the planning of specially designed academic instruction delivered in English (K/S area 10).

#### Recommended Content Changes to K/S Areas on Test Three:

- Delete *learning styles and modalities* from the content of culture (K/S area 2) because it is already included explicitly in Test 3 K/S area 7 and implicitly in Test 3 K/S area 8.
- Add *the use of group generalizations without stereotyping* to crosscultural contact and interactions (K/S area 3).
- Delete *contributions of cultural diversity* and *demography* from cultural diversity in the United State and California: Historical and contemporary perspectives (K/S area 4). To the same K/S area, add *historical and contemporary relationships of cultural diversity to education and demographic trends*.
- Add *the relationships of immigrants to their nations of origin* to cultural diversity in the United State and California: Migration and immigration (K/S area 5).
- Add *informal conversations*, as a technique, and *written and oral histories*, as a source, to strategies for learning about diverse student cultures (K/S area 6).

**Table 3**  
**Results of the Review for Test One**

<b>Knowledge/Skill Area</b>	<b>Knowledge Base</b>	<b>Job Importance</b>	<b>Type of change recommended</b>
1. The sound systems of language (phonology), word formation (morphology), and syntax.	Yes	Yes	Elaboration: Provide additional information.
2. Word meaning (semantics) and language in context.	Yes	Yes	Elaboration: Provide additional information.
3. Written discourse, oral discourse, and language variation.	Yes	Yes	Elaboration: Change order in title to make more comprehensible, provide additional information.
4. Historical and current theories and models of language that have implications for second-language development and pedagogy.	Yes	Yes	Elaboration and Content Change: Clarify title, provide additional information; add <i>constructivism</i> .

5. Pedagogical factors affecting first- and second- language development.	Yes	Yes	Content Change: Add <i>monitor</i> .
6. Affective factors affecting first- and second- language development.	Yes	Yes	No changes recommended.
7. Cognitive factors affecting first- and second- language development.	Yes	Yes	Elaboration and Content Change: Clarify the K/S area; add <i>zone of proximal development</i> and delete <i>monitor</i> .
8. Sociocultural and political factors affecting first- and second- language development.	Yes	Yes	Elaboration: Clarify the K/S area.

**Table 4**  
**Results of the Review for Test Two**

<b>Knowledge/Skill Area</b>	<b>Knowledg Base</b>	<b>Job Importance</b>	<b>Type of change recommended</b>
1. Foundations of bilingual education.	Yes	Yes	Elaboration: Clarify the K/S area.
2. Programs for limited-English-proficient students.	Yes	Yes	Content Change: Reconceptualize the program types.
3. Instructional strategies.	Yes	Yes	No changes recommended.
4. Instructional delivery for both English language development and specially designed academic instruction delivered in English.	Yes	Yes	Elaboration: Provide commonly used acronyms, delete reference to copy-written program.
5. Language and content area assessment.	Yes	Yes	Elaboration: Provide more specific information.
6. Instructional approaches with a focus on English language development: ESL methods.	Yes	Yes	Elaboration and Content Change: Clarify the K/S area; add <i>constructivist approaches</i> .

7. Instructional approaches with a focus on English language development: Listening and speaking.	Yes	Yes	Elaboration: Clarify the title.
8. Instructional approaches with a focus on English language development: Literacy.	Yes	Yes	Elaboration and Content Change: Clarify the title: add <i>balanced, comprehensive, and integrated approaches</i> and delete <i>whole language</i> .

**Table 4**  
**Results of the Review for Test Two**  
*(Continued)*

<b>Knowledge/Skill Area</b>	<b>Knowledge Base</b>	<b>Job Importance</b>	<b>Type of change recommended</b>
9. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Goals.	Yes	Yes	Elaboration and Content Change: Clarify the K/S area; add <i>the development of students' academic language</i> .
10. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Planning.	Yes	Yes	Elaboration and Content Change: Clarify the title; add <i>the selection of activities and strategies for developing students' academic language</i> .
11. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Student-student and teacher-student interaction.	Yes	Yes	Elaboration: Clarify the title, provide additional information.

**Table 5**  
**Results of the Review for Test Three**

<b>Knowledge/Skill Area</b>	<b>Knowledge Base</b>	<b>Job Importance</b>	<b>Type of change recommended</b>
	Yes	Yes	Elaboration: Clarify

culture.			the K/S area, provide additional information.
2. The content of culture.	Yes	Yes	Content Change: Delete <i>learning styles and modalities</i> (covered elsewhere).
3. Crosscultural contact and interactions.	Yes	Yes	Elaboration and Content Change: Provide additional information; add <i>the use of group generalizations without stereotyping</i> .
4. Cultural diversity in the United States and California: Historical and contemporary perspectives.	Yes	Yes	Elaboration and Content Change: Clarify the K/S area; add <i>historical and contemporary relationships of cultural diversity to education</i> and delete <i>contributions of cultural diversity</i> .
5. Cultural diversity in the United States and California: Migration and immigration.	Yes	Yes	Content Change: Add <i>the relationships of immigrants to their nations of origin</i> .
6. Strategies for learning about diverse student cultures.	Yes	Yes	Elaboration and Content Change: Clarify the K/S area; add <i>informal conversations and written and oral histories</i> .

**Table 5**  
**Results of the Review for Test Three**  
*(Continued)*

<b>Knowledge/Skill Area</b>	<b>Knowledge Base</b>	<b>Job Importance</b>	<b>Type of change recommended</b>
7. Providing culturally responsive instruction: Classroom organization and interactions.	Yes	Yes	Elaboration: Clarify the K/S area.
8. Providing culturally responsive instruction: Curriculum and instructional strategies.	Yes	Yes	Elaboration: Clarify the K/S area.
9. Providing culturally responsive instruction: Roles of families and	Yes	Yes	Elaboration: Clarify the K/S area.

---

## Appendices

**Appendix A:** Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

**Appendix B:** Recommended Revisions to the Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

### Appendix A

#### Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

---

## Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

### Test 1: Language Structure and First- and Second-Language Development

- 1. The sound systems of language (phonology), word formation (morphology), and syntax.**
- 2. Word meaning (semantics) and language in context.**
- 3. Written discourse, oral discourse, and language variation.**
- 4. Historical and current theories and models of language that have implications for second-language development and pedagogy.**
- 5. Pedagogical factors affecting first- and second-language development.**  
Includes topics such as learning/acquisition (formal/informal), input/intake/output, natural order, and communicative competence.
- 6. Affective factors affecting first- and second-language development.**  
Includes topics such as motivation, attitudes, anxiety, and self-esteem.
- 7. Cognitive factors affecting first- and second-language development.**  
Includes topics such as cognitive/academic language proficiency, monitor, issues related to interlanguage, and types of bilingualism and their related cognitive effects.
- 8. Sociocultural and political factors affecting first- and second-language development.**  
Includes topics such as differential status of languages, value systems, dialects and standard languages, acculturation patterns, language environment, and language policy (e.g., official languages).

### Test 2: Methodology of Bilingual, English Language Development, and Content Instruction

- 1. Foundations of bilingual education.**  
Includes topics such as historical development of bilingual education, legal evolution of bilingual education, and empowerment/deficit issues (e.g., underachievement, special education placement, retention/promotion, segregation, parent and community participation, and creating a positive affective environment that values cultural and linguistic diversity).
- 2. Programs for limited-English-proficient students.**  
Includes topics such as language components, class composition, exit criteria, program length, goals, and philosophy/assumptions of maintenance bilingual programs, transitional bilingual programs, structured immersion programs, ESL programs (with or without specially designed academic instruction delivered in English), and submersion programs (with or without ESL); program effectiveness; and placement of students in instructional settings/programs.
- 3. Instructional strategies.**

Includes topics such as language management (use of L1 and L2); classroom organization (grouping, teacher- vs. student-centered activities, and dual language); and strategies for team teaching, peer tutoring, and working with paraprofessionals (planning time, articulation, and evaluation).

**4. Instructional delivery for both English language development and specially designed academic instruction delivered in English.**

Includes topics such as comprehensible input (contextualizing language; language modification without simplification; paraphrase and repetition; and use of media, realia, manipulatives, and other modalities), comprehension checks, appropriate questioning strategies (e.g., wait time, framing questions, and how students are selected to respond), treatment of errors, treatment of grammar, making learning strategies explicit for students (e.g., Cognitive Academic Language Learning Approach [CALLA]), and selection of materials.

**5. Language and content area assessment.**

Includes topics such as purpose, methods, state mandates, limitations of assessment, and technical concepts.

**6. Instructional approaches with a focus on English language development: ESL methods.**

Includes topics such as Total Physical Response Approach, Natural Approach, Communicative Approach, content-based approach (content-based ESL), and less-effective methods and approaches.

**7. Instructional approaches with a focus on English language development: Listening and speaking.**

Includes topics such as discourse strategies (e.g., markers, organization, and tone) and strategies to maximize students' comprehensibility (clarification checks; pacing; alternate vocabulary, structure, and sounds; and making speech intelligible).

**8. Instructional approaches with a focus on English language development: Literacy.**

Includes topics such as integrated approaches (whole language/literature based), discourse strategies (e.g., genre, audience, and schema), transfer of L1 literacy (e.g., orthography, rhetorical structures, and discourse strategies), absence of L1 literacy, and instructional strategies (language experience, writing process, writers' workshop, phonics, and controlled composition/reading).

**9. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Goals.**

Includes topics such as providing comprehensible grade-level instruction in the whole curriculum and providing English language development.

**10. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Planning.**

Includes topics such as incorporation of students' background knowledge and experiences; use of an additive cultural approach in selecting, adapting, and sequencing materials; selection of activities and strategies that are appropriate to students' developing language abilities, including use of L1; selection of activities and strategies that allow students to demonstrate achievement in a variety of ways; selection and contextualization of key concepts and of language that encodes those concepts; and incorporation of primary-language resources.

**11. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Student-student and teacher-student interaction.**

Includes topics such as use of L1 and L2 and grouping for special purposes.

### Test 3: Culture and Cultural Diversity

*NOTE: The knowledge/skill areas assessed on Test 3 do not focus on any specific cultural group.*

**1. The nature of culture.**

Includes topics such as definitions of culture, cultural relativism, cultural universalism, intragroup and intergroup differences, and the impact of geography on cultural forms and practices.

**2. The content of culture.**

Includes topics such as values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; communication and communication systems; and learning styles and modalities (e.g., cooperation vs. competition, and individual vs. group).

**3. Crosscultural contact and interactions.**

Includes topics such as the process of cultural contact (e.g., assimilation, accommodation, and biculturalism), pluralism and multiculturalism, and the dynamics of prejudice.

**4. Cultural diversity in the United States and California: Historical and contemporary perspectives.**

Includes topics such as contributions of cultural diversity, relationships of superordination and subordination, and demography (nature and impact).

**5. Cultural diversity in the United States and California: Migration and immigration.**

Includes topics such as characteristics of migrants and immigrants (who, origins, and destinations), causes of migration and immigration (push/pull factors), immigration law and policy, legal status of immigrants (e.g., documented, undocumented, and refugee), and support networks available to migrants and immigrants (formal and informal).

**6. Strategies for learning about diverse student cultures.**

Includes topics such as techniques (e.g., observations, home visits, and interviews) and sources (e.g., students, parents, and community).

**7. Providing culturally responsive instruction: Classroom organization and interactions.**

Includes topics such as organizing instruction (e.g., grouping strategies and cooperative learning), teacher expectations and student

performance, teacher-student interactions (e.g., learning and teaching styles), facilitating positive interactions among culturally diverse students, and managing conflict and culturally insensitive behavior.

**8. Providing culturally responsive instruction: Curriculum and instructional strategies.**

Includes topics such as culturally responsive curricula, promoting achievement for all students, using diversity to enhance instruction, and adapting instruction to meet diverse needs.

**9. Providing culturally responsive instruction: Roles of families and community resources.**

Includes topics such as communicating with parents/families, promoting parent/family involvement in learning, and using community resources to enhance instruction.

## Appendix B

### Recommended Revisions to the Knowledge and Skill Areas on the Crosscultural, Language and Academic Development (CLAD) Examinations

---

## Recommended Revisions to the Knowledge and Skill Areas Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

This document shows the Commission-adopted knowledge and skill (K/S) areas for the CLAD Examinations with recommended revisions made by the Commission's CLAD Examination Review Task Force and the Task Force's rationale for each recommended revision. Underlined text indicates language that is recommended for addition to the original K/S area; struck-through text indicates language that is recommended for deletion from the original K/S area.

### Test 1: Language Structure and First- and Second-Language Development

**1. The sound systems of language (phonology), word formation (morphology), and syntax.**

Includes topics such as the structure of English, and universals and differences among languages.

RATIONALE FOR CHANGE: To provide additional information about the K/S area.

**2. Word meaning (semantics) and language in context.**

Includes topics such as semantic features and how context affects meaning.

RATIONALE FOR CHANGE: To provide additional information about the K/S area.

**3. Written discourse, Oral discourse, written discourse, and language variation.**

Includes topics such as the relationship between oral and written discourse, and language variation both over time and within a language at a given time.

RATIONALE FOR CHANGE: TITLE: It is more common to see references to oral discourse precede rather than follow references to written discourse. TOPICS: To provide additional information about the K/S area.

**4. Historical and current Theories and models of language, both historical and current, that have implications for second-language development and pedagogy.**

Includes topics such as behaviorism, cognitivism, and constructivism.

RATIONALE FOR CHANGE: TITLE: To clarify title. TOPICS: To provide additional information about the K/S area.

Constructivism should be added to this K/S area because it is the basis for a number of current methods and strategies for language development.

**5. Pedagogical factors affecting first- and second-language development.**

Includes topics such as learning/acquisition (formal/informal), input/intake/output, natural order, monitor, and communicative competence.

RATIONALE FOR CHANGE: The concept of language monitor is more accurately thought of as a pedagogical issue rather than a cognitive issue, so it was moved to this K/S area from Test 1 K/S area 7.

**6. Affective factors affecting first- and second-language development.**

Includes topics such as motivation, attitudes, anxiety, and self-esteem.

NO CHANGES RECOMMENDED.

**7. Cognitive factors affecting first- and second-language development.**

Includes topics such as cognitive/academic language proficiency, monitor, zone of proximal development, issues related to interlanguage, and types of bilingualism/biliteracy and their related cognitive academic effects outcomes.

RATIONALE FOR CHANGE: The concept of language monitor is more accurately thought of as a pedagogical issue rather than a cognitive issue, so it was moved to Test 1 K/S area 5. The concept of zone of proximal development has important cognitive implications for language development. Suggesting that types of bilingualism have cognitive effects inappropriately puts the responsibility and stigma on students, rather than on instructional programs. In this context, the concept of bilingualism includes issues related to biliteracy.

**8. Sociocultural and political factors affecting first- and second-language development.**

Includes topics such as dialects and standard languages, the implications of the differential status of languages and dialects, value systems, dialects and standard languages, acculturation patterns, language environment, and language policy (e.g., official languages).

RATIONALE FOR CHANGE: To clarify the K/S area.

## Test 2: Methodology of Bilingual, English Language Development, and Content Instruction

**1. Foundations of bilingual education.**

Includes topics such as the historical development of bilingual education, and legal evolution of bilingual education, and including empowerment/deficit issues (e.g., underachievement, special education placement, retention/promotion, segregation, parent and community participation, and creating a positive affective environment that values cultural and linguistic diversity).

RATIONALE FOR CHANGE: To simplify the list of topics, and make clear that empowerment/deficit issues are a part of the historical development and legal evolution of bilingual education.

**2. Programs for limited-English-proficient students first- and second-language development.**

Includes topics such as language components, class composition, exit criteria, program length, goals, and philosophy/assumptions of maintenance bilingual programs, transitional bilingual programs, structured immersion programs, ESL programs (with or without specially designed academic instruction delivered in English), and submersion programs (with or without ESL); program effectiveness; and placement of students in instructional settings/programs philosophy/assumptions, goals, language components, class composition, program length, and exit criteria of (a) bilingual/biliteracy programs for language minority and/or language majority students (maintenance programs, two-way dual language programs, heritage language programs, and immersion programs for language majority students), (b) English-based programs that include L1 instruction for language minority students (transitional/developmental bilingual programs) or L2 instruction for language majority students, and (c) English-only programs for language minority students (submersion, with or without ESL/ELD, and structured immersion); program effectiveness; and placement of students in instructional settings/programs.

RATIONALE FOR CHANGE: TITLE: To more accurately describe the programs, because the programs are not only for limited-English-proficient students. TOPICS: The program types have been reconceptualized to better match the literature and practice. (NOTE: The program characteristics listed at the beginning have not changed; they have been reordered.)

**3. Instructional strategies.**

Includes topics such as language management (use of L1 and L2); classroom organization (grouping, teacher- vs. student-centered activities, and dual language); and strategies for team teaching, peer tutoring, and working with paraprofessionals (planning time, articulation, and evaluation).

NO CHANGES RECOMMENDED.

**4. Instructional delivery for both English language development (ELD) and specially designed academic instruction delivered in English (SDAIE).**

Includes topics such as comprehensible input (contextualizing language; language modification without simplification; paraphrase and repetition; and use of media, realia, manipulatives, and other modalities), comprehension checks, appropriate questioning strategies (e.g., wait time, framing questions, and how students are selected to respond), treatment of errors, treatment of grammar, making learning strategies explicit for students (e.g., Cognitive Academic Language Learning Approach [CALLA]), and selection of materials.

RATIONALE FOR CHANGE: TITLE: To indicate the commonly used acronyms. TOPICS: A specific copywritten program is inappropriate to use as an example here.

**5. Language and content area assessment.**

Includes topics such as purpose, methods, state mandates, limitations of assessment, and technical concepts reliability, and validity.

RATIONALE FOR CHANGE: To provide more specific information about the K/S area.

**6. Instructional approaches with a focus on English language development: ESL methods.**

Includes topics such as Total Physical Response Approach, Natural Approach, Communicative Approach, constructivist approaches, content-based approaches (e.g., content-based ESL), and less-effective methods and approaches.

RATIONALE FOR CHANGE: TITLE: Because not all topics are properly referred to as approaches, a more generic term in the title

is more descriptive of the topics. TOPICS: Total Physical Response is typically referred to as Total Physical Response rather than total Physical Response Approach. Constructivist approaches to English language development should be added to this K/S area because they are important methods and strategies for teachers to know. There is more than one content-based approach, of which content-based ESL is one example.

**7. Instructional approaches with a focus on English language development: Listening and speaking.**

Includes topics such as discourse strategies (e.g., markers, organization, and tone) and strategies to maximize students' comprehensibility (clarification checks; pacing; alternate vocabulary, structure, and sounds; and making speech intelligible).

RATIONALE FOR CHANGE: Because not all topics are properly referred to as approaches, a more generic term in the title is more descriptive of the topics.

**8. Instructional approaches with a focus on English language development: Literacy.**

Includes topics such as balanced, comprehensive, and integrated approaches (whole language/literature based), (e.g., phonemic awareness, phonics, literature-based instruction, language experience, writing process, writers' workshop, and controlled composition/reading), discourse strategies (e.g., genre, audience, and schema), transfer of L1 literacy (e.g., orthography, rhetorical structures, and discourse strategies), and absence of L1 literacy, and instructional strategies (language experience, writing process, writers' workshop, phonics, and controlled composition/reading).

RATIONALE FOR CHANGE: TITLE: Because not all topics are properly referred to as approaches, a more generic term in the title is more descriptive of the topics. TOPICS: To make this K/S area more congruent with the California Reading Initiative and the Reading Instruction Competence Assessment (RICA).

**9. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Goals.**

Includes topics such as providing comprehensible grade-level instruction in the whole all curricular areas (with emphasis on the core curriculum) and providing fostering English language development including the development of students' academic language.

RATIONALE FOR CHANGE: TITLE: Because not all topics are properly referred to as approaches, a more generic term in the title is more descriptive of the topics. TOPICS: To more accurately describe the topics and emphasize the importance of the core curriculum. Academic language is a critical aspect of English language development and necessary for student success in content areas.

**10. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Planning.**

Includes topics such as incorporation of students' background knowledge and experiences; use of an additive cultural approach in selecting, adapting, and sequencing materials; selection of activities and strategies that are appropriate to students' developing language abilities, including use of L1; selection of activities and strategies that allow students to demonstrate achievement in a variety of ways; selection of activities and strategies for developing students' academic language; selection and contextualization of key concepts and of language that encodes those concepts; and incorporation of primary-language resources.

RATIONALE FOR CHANGE: TITLE: Because not all topics are properly referred to as approaches, a more generic term in the title is more descriptive of the topics. TOPICS: Academic language is a critical aspect of English language development and necessary for student success in content areas.

**11. Instructional approaches with a focus on content area instruction (specially designed academic instruction delivered in English): Student-student and teacher-student interaction Grouping Students and Use of L1 and L2.**

Includes topics such as use of L1 and L2 and the grouping of students for special purposes (empowerment, self-esteem, access to content, socialization, academic achievement, development of critical thinking skills, and language development) and the use of L1 and L2 (introduction of new concepts, allowing students to express meaning in a variety of ways, and primary-language support).

RATIONALE FOR CHANGE: TITLE: Because not all topics are properly referred to as approaches, a more generic term in the title is more descriptive of the topics. TOPICS: To provide additional information about the K/S area.

### **Test 3: Culture and Cultural Diversity**

*NOTE: The knowledge/skill areas assessed on Test 3 do not focus on any specific cultural group.*

**1. The nature of culture.**

Includes topics such as definitions of culture, and perspectives on concepts such as cultural relativism, cultural universalism, intragroup and intergroup differences, and the impact of geography on cultural forms and practices, and cultural congruence.

RATIONALE FOR CHANGE: Current language inaccurately suggests that there is one shared view of the topics. The addition of cultural congruence is to provide additional information about the K/S area.

**2. The content of culture.**

Includes topics such as values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; and communication and communication systems; and learning styles and modalities (e.g., cooperation vs. competition, and individual vs. group).

RATIONALE FOR CHANGE: Learning styles and modalities are already included explicitly in Test 3 K/S area 7 and implicitly in Test 3 K/S area 8.

**3. Crosscultural contact and interactions.**

Includes topics such as the processes of cultural contact (e.g., assimilation, accommodation, and biculturalism), pluralism and

multiculturalism, racism, and the dynamics of prejudice, and the use of group generalizations without stereotyping.

**RATIONALE FOR CHANGE:** There is no one single process of cultural contact. The addition of racism is to provide additional information about the K/S area. Learning how to use group generalizations without stereotyping is important when learning about crosscultural contact and interactions so that cultural knowledge can be put to appropriate use.

**4. Cultural diversity in the United States and California: Historical and contemporary perspectives.**

Includes topics such as contributions of cultural diversity, historical and contemporary relationships of cultural diversity to education relationships of superordination and subordination, (including issues of power and status) and demography demographic trends (nature and impact).

**RATIONALE FOR CHANGE:** Historical and contemporary relationships of cultural diversity to education is more pertinent and more focused than contributions of cultural diversity. "Issues of power and status" is a better way to describe "relationships of superordination and subordination." Demographic trends is more important than specific demographic facts.

**5. Cultural diversity in the United States and California: Migration and immigration.**

Includes topics such as characteristics of migrants and immigrants (who, origins, and destinations), causes of migration and immigration (push/pull factors), immigration law and policy, legal status of immigrants (e.g., documented, undocumented, and refugee), and support networks available to migrants and immigrants (formal and informal), and the relationships of immigrants to their nations of origin.

**RATIONALE FOR CHANGE:** In the context of migration and immigration, teachers need to know about the relationships that immigrants often maintain with their nations of origin.

**6. Strategies for learning about diverse student cultures and experiences.**

Includes topics such as techniques (e.g., observations, home visits, and interviews, and informal conversations) and sources (e.g., students, parents, and community, and written and oral histories) for learning about students.

**RATIONALE FOR CHANGE:** TITLE: It is important that teachers learn not only about the cultures of their students, but also the various previous experiences relevant to education that their students have had. TOPICS: Informal conversations and written/oral histories are useful techniques and sources, respectively, for learning about students.

**7. Providing culturally responsive inclusive instruction: Classroom organization and interactions.**

Includes culturally influenced dimensions of topics such as organizing instruction (e.g., grouping strategies and cooperative learning), teacher expectations and student performance, teacher-student interactions (e.g., learning and teaching styles), facilitating positive interactions among culturally diverse students, and managing addressing conflict and culturally insensitive behavior.

**RATIONALE FOR CHANGE:** TITLE: To make title more consistent with current literature. TOPICS: It is the culturally influenced dimensions of the eligible topics, not simply the topics themselves, that are important for teachers. Teachers don't "manage" conflict, they "address" it.

**8. Providing culturally responsive inclusive instruction: Curriculum and instructional strategies.**

Includes culturally influenced dimensions of topics such as culturally responsive curricula, developing inclusive curricula, promoting achievement for all students, using diversity to enhance instruction, and adapting instruction to meet diverse needs.

**RATIONALE FOR CHANGE:** TITLE: To make title more consistent with current literature. TOPICS: It is the culturally influenced dimensions of the eligible topics, not simply the topics themselves, that are important for teachers.

**9. Providing culturally responsive inclusive instruction: Roles of families and community resources.**

Includes culturally influenced dimensions of topics such as communicating with parents/families, promoting parent/family involvement in learning, and using community resources to enhance instruction.

**RATIONALE FOR CHANGE:** TITLE: To make title more consistent with current literature. TOPICS: It is the culturally influenced dimensions of the eligible topics, not simply the topics themselves, that are important for teachers.



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





# California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** FPPC-1

**Committee:** Fiscal Planning and Policy

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

✓ Information

**Prepared by:** LeMardeio Morris, Analyst  
Fiscal and Business Services

---

## BACKGROUND

At the April 1999 Commission meeting, staff provided Commissioners with information on the status of the 1999-2000 Governor's Budget and its impact on the Commission. This information item provides an update on the recent actions taken by the Department of Finance and the Legislature on the Commission's 1999-2000 budget.

## FISCAL IMPACT ANALYSIS

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

## SUMMARY

### *Legislative Action on Requested Technical Adjustments*

In mid-April 1999, Senate Budget Subcommittee No. 1 approved the Commission's Spring Finance Letter relating to the Teaching Performance Assessment and Troops to Teachers programs. These two technical adjustments were described in [FPPC-2](#) of the Commission's April 1999 meeting. Staff anticipates that Assembly Budget Subcommittee No. 2 will take action on these two items in mid-May 1999.

### *Budget Bill Language Relating to Management Study*

In late April 1999, Senate Budget Subcommittee No. 1 approved the attached Budget Bill provision that will authorize the expenditure of up to \$250,000 for a management study of the Commission's organizational structure and credential processing protocols. Staff anticipates that Assembly Budget Subcommittee No. 2 will take action on this item in mid-May 1999.

### *Department of Finance Review of Spring Finance Letter Budget Change Proposals (BCPs)*

The Department of Finance (DOF) has advised staff that the Spring Finance Letter BCPs that were approved by the Commission at its April 1999 meeting (FPPC-2) continue to be under review and that no final decision on these BCPs will likely be announced until mid-May 1999 when the Governor submits to the Legislature his "May Revision" and related budget requests. Staff is working closely with the DOF and other appropriate administrative control agencies to address any concerns or questions about the BCPs.

Staff is available to answer any questions that Commissioners may have.

---

**Budget Bill Language**  
**(6360-407-0001)**

This item of appropriation includes up to \$250,000 for transfer to the Office of the Legislative Analyst for the purposes of contracting for a comprehensive management study of the Commission on Teacher Credentialing's organizational structure and credential processing protocols in collaboration with the Department of Finance and Commission on Teacher Credentialing. Such collaboration shall at a minimum extend to the selection of members of an advisory committee, design of the request for proposal, selection of the contractor, and review of the final report. The study shall include at a minimum, to the extent feasible and appropriate the following information: (1) identification of regulations and statutes related to teacher credentialing that may be modified to improve the efficient processing of credentials; (2) evaluation of the extent to which the Commission on Teacher Credentialing's information technology plans achieve improvements in efficiency and timeliness in credential processing and other service areas, and provide recommendations for further improvement; (3) recommendations regarding the appropriate level of staff to process credentials in an efficient and timely manner; (4) recommendations for any customer service improvements, including but not limited to accessibility; (5) recommendations for an appropriate credential fee structure to support the Commission on Teacher Credentialing's average cost to process a credential, including the costs of potential discipline review, professional standards development, institutional accreditation, and agency administration; and (6) recommendations for further topics of study.

The Office of the Legislative Analyst, Department of Finance, and the Commission on Teacher Credentialing, shall submit a report prepared by the contractor of findings and recommendations to the Governor and the appropriate policy and fiscal committees in each house no later than March 1, 2000.

---



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





## California Commission on Teacher Credentialing

**Meeting of:** May 5-6, 1999

**Agenda Item Number:** FPPC-2

**Committee:** Fiscal Planning and Policy

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

✓ Information

**Prepared by:** John Walstrom, Analyst  
Fiscal and Business Services

---

### BACKGROUND

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

### FISCAL IMPACT ANALYSIS

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

### SUMMARY

The attached charts depict the Commission's revenues and expenditures as of March 31, 1999 (the last day of the third quarter of fiscal year 1998-99). The following notes provide explanations for certain key points:

#### *Chart 1 - Revenue*

- In developing the 1998-99 fiscal year budget, staff projected a 4 percent increase in Teacher Credentials Fund (407) revenues. As of the end of March 1999, the revenue collected is 7 percent over the projection. The primary reason for this is that staff had initially projected a lower amount in fingerprint revenue due to the expected implementation of an automated, lower-cost system of fingerprint collection (Livescan). However, because of unexpected delays in the full implementation of Livescan, the Commission continues to receive fingerprint fees at a higher rate. Livescan is expected to be more widely available to local districts in fiscal year 1999-2000.
- The revenues in the Test Development and Administration Account (408) are for examinations administered through March 31, 1999. The percentage collected is skewed downward because the funds are received four to six weeks after each exam and the exams are administered on sporadic schedules. Exam revenues are currently being received within 10 percent of projections.

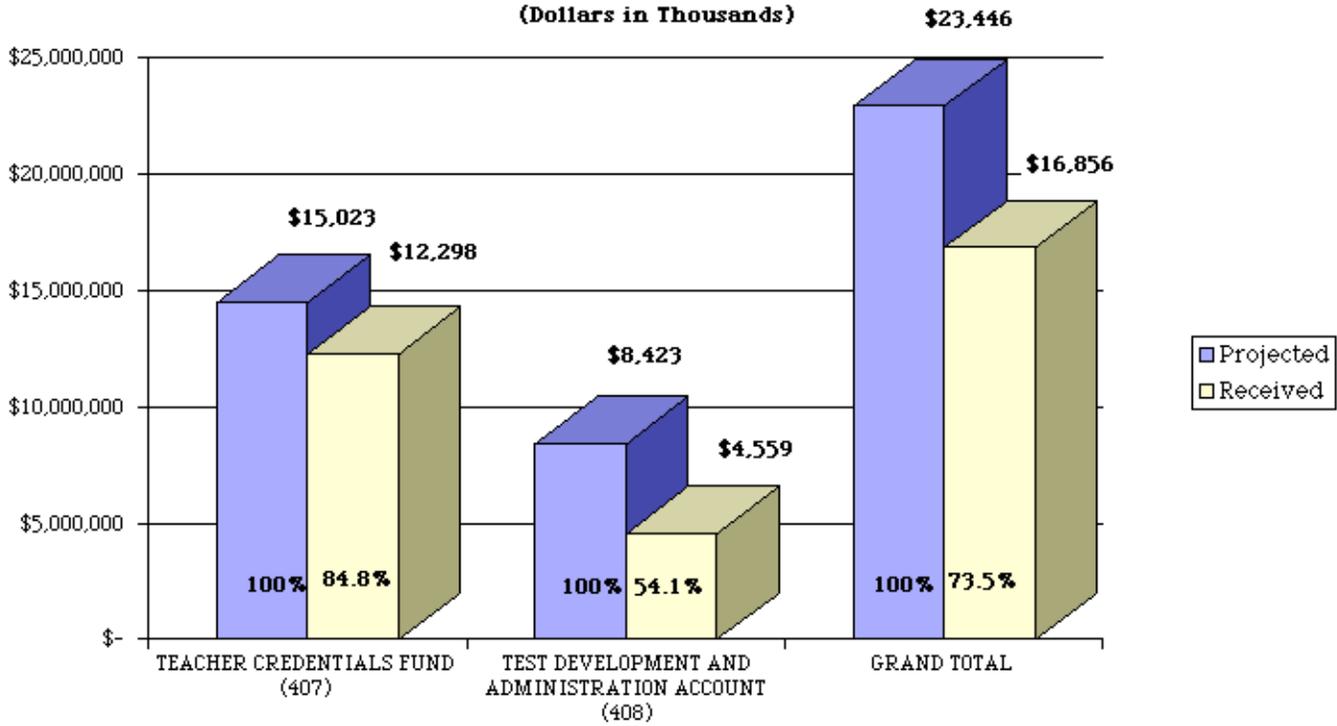
#### *Chart 2 - Expenditures*

- "Personal Services" costs in comparison with the budgeted amounts reflect the 5 percent "normal" salary savings that is built into the budget as well as salary savings accrued due to delays in filling new vacant positions earlier in the fiscal year.
- The "Total Operating Expenses & Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to incur at a future date).

### Chart-1

#### Third Quarter Revenues

**Third Quarter Revenues**  
Fiscal Year 1998/99  
(Dollars in Thousands)



**Chart-2**

**Third Quarter Expenditures**  
Fiscal Year 1998/99  
(Dollars in Thousands)

