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Agenda

California Commission on Teacher Credentialing

May 3-4, 2000 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

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

Click on the to view the items that are available.

WEDNESDAY, May 3, 2000
Commission Offices

1. Executive Committee 11:00 a.m.

- EXEC- 1** Approval of the March 1, 2000 Executive Committee Minutes
- EXEC- 2** Applications for Appointment to the Committee of Credentials

2. General Session 1:00 p.m.

The Commission will immediately convene into Closed Session

Closed Session (Chair Norton)

(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 Chair Harvey)

- A&W- 1** Approval of the Minutes
- A&W- 2** Consideration of Credential Appeals
- A&W- 3** Reconsideration of Waiver Denials

- A&W-4 Waivers: Consent Calendar
 - A&W-5 Waivers: Conditions Calendar
 - A&W-6 Waivers: Denial Calendar
 - A&W-7 Precedential Decisions
-

THURSDAY, May 4, 2000
Commission Offices

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

- GS-1 Roll Call
 - GS-2 Pledge of Allegiance
 - GS-3 Approval of the April 2000 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 Veneman)

-  **LEG-1** Status of Bills of Interest to the Commission
 -  **LEG-2** Analysis of Bills of Interest to the Commission
-

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

-  **FPPC-1** Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan
 -  **FPPC-2** Third Quarter Report of Revenues and Expenditures for Fiscal Year 1999-2000
 -  **FPPC-3** Update on the 2000-2001 Governor's Budget
-

4. Certificated Assignments Committee of the Whole (Committee Chair Blowers)

-  **C&CA-** Proposed Addition of Title 5, Section 80016, California Code of Regulations, Pertaining to Certificates of Completion of Staff Development to Teach English

-  **1** Language Development and/or Specially Designed Academic Instruction Delivered in English to Limited-English-Proficient Students
 -  **C&CA-2** Proposed Amendments to Title 5, Section 80015, Pertaining to the Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate
 - C&CA-3** Review of Commission Staff's Denial of an Eminence Credential Application from San Gabriel Unified School District for Derek Yuill
 - C&CA-4** Review of Commission Staff's Denial of an Eminence Credential Application from Nevada Joint Union High School District for John Slavonic
-

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

-  **PERF-1** Recommended Award of a Contract for the Independent Evaluation of the Beginning Teacher Support and Assessment System
 -  **PERF-2** Recommended Award of a Contract for Continued Administration of the Single Subject Assessments for Teaching (SSAT) and Proposed 2000-01 Test Fees
-

6. Preparation Standards Committee of the Whole (Committee Chair Ellner)

-  **PREP-1** Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities
 -  **PREP-2** Recommendations Related to the Reciprocity Study Under AB 1620
 -  **PREP-3** Recommended Award of Grants to Develop Blended Programs of Undergraduate Teacher Preparation
 -  **PREP-4** Comprehensive Teacher Education Institutes (CTEI), Pursuant to the Title II Teacher Quality Enhancement State Grant
 -  **PREP-5** Recommendations for Initial Institutional Accreditation for the California School of Professional Psychology and Inter-American College
-

7. Day of the Teacher Celebration 1:00 p.m.

8. Reconvene General Session (Chair Norton)

- GS-10** Report of the Appeals and Waivers Committee
- GS-11** Report of the Executive Committee
- GS-12** Report of Closed Session Items
- GS-13** Commissioners Reports
- GS-14** Audience Presentations
- GS-15** Old Business: Quarterly Agenda for May, June & July 2000

All Times Are Approximate and Are Provided for Convenience Only

Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

NEXT MEETING

June 7-8, 2000

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, CA 95814



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California Commission on Teacher Credentialing

Meeting of: May 3 -- 4, 2000

Agenda Item Number: LEG-1

Committee: Legislative

Title: Status of Bills of Interest to the Commission

- ✓ Action
- ✓ Information

Prepared by: Rod Santiago
Legislative Liaison

BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING April 19, 2000

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	Sponsor (3/99)	Senate Appropriations Committee
AB 457 -- Scott Would add internet-based sex offenses to the list of specified mandatory revocation offenses	Sponsor (3/99)	Signed by the Governor-- Chaptered
AB 466 -- Mazzoni Omnibus clean-up bill	Sponsor (3/99)	Signed by the Governor-- Chaptered
AB 471 -- Scott Would require CCTC to report to the Legislature and the Governor on numbers of teachers who received credentials,	Sponsor (3/99)	Signed by the Governor-- Chaptered

internships and emergency permits		
AB 1067 -- Margett Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	Sponsor (4/99)	Signed by the Governor-- Chaptered
AB 1282 -- Jackson Would require CCTC to make improvements needed to enhance CBEST	Sponsor (4/99)	Signed by the Governor-- Chaptered
AB 2339 -- Mazzoni, et. al. Would clean-up various provisions of the Education Code	Sponsor (2/00)	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) Oppose Unless Amended (4/99) Oppose (7/99)	Held in Assembly Appropriations Committee
SB 179 -- Alpert Would require the Commission to ensure that expanded teacher internship programs are fully integrated and cooperatively taught <i>(Last amended 1/12/00)</i>	Support if Amended (2/99)	To Assembly
SB 395 -- Hughes Would remove the sunset date on SDAIE staff development training	Seek Amendments (4/99) Support (7/99)	Signed by the Governor-- Chaptered
SB 472 -- Poochigian Would require SDE and SBE to make a joint recommendation to the Legislature regarding implementation of mathematics institutes for teachers in grades 4, 5 and 6 <i>(Last Amended 1/26/00)</i>	Support (4/99)	Assembly Education Committee
SB 573 -- Alarcon Would state the intent of the Legislature to establish a pilot program that will enhance the retention rate of experienced teachers, enhance the opportunities for candidates to complete credentialing programs, and train teachers for more effective service in hard to staff schools. <i>(Last Amended 1/26/00)</i>	Watch (4/99) Support if Amended (5/99)	To Assembly
SB 1431 -- Haynes, et. al. Would remove the coursework option for credential candidates to meet subject matter	Oppose (3/00)	Failed passage in Senate Education

competency		Reconsideration granted
SB 1505 -- Alarcon Would create programs to attract and retain teachers	Support if Amended (3/00)	Senate Education Committee
SB 1527 -- Hughes Would allow school districts to participate jointly in integrated teacher preparation programs	Oppose (3/00)	Senate Education Committee
SB 1564 -- Karnette Would modify the APLE program to increase the total loan assumption amount from \$11,000 to \$15,000 or \$20,000 after a participant completes 4 consecutive years of teaching in math or science	Support (3/00)	Senate Education Committee
SB 1722 -- Hayden Would establish the Immigrant Professional Career Development Center to be administered by the CSU <i>(Last amended 4/13/00)</i>	Watch (4/00)	Senate Education Committee
SB 1796 -- Alpert Would add four voting members to the Commission with 2 appointments made by the Senate Rules Committee and 2 by the Speaker of the Assembly	Watch (4/00)	Senate Education Committee
SB 1976 -- Solis Would make technical, nonsubstantive changes to the findings and declarations section of the Paraprofessional Teacher Training Program	Watch (4/00)	Senate Rules Committee
SB 2039 -- Alarcon Would state legislative intent that every governing board of every school district be encouraged to make college guidance counseling available to all pupils beginning in grade 7	Watch (4/00)	Senate Rules Committee

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number -- Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 1X -- Villaraigosa and Strom-Martin Would establish the Peer Assistance and Review Program for Teachers	Seek Amendments (2/99) CTC amendments adopted	Signed by the Governor-- Chaptered
AB 2X -- Mazzoni and Cunneen Would establish various programs related to reading and teacher recruitment	Support (2/99) Seek Amendments (3/99) CTC amendments	Signed by the Governor-- Chaptered

	adopted	
AB 27X -- Leach Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) Watch (3/99) CTC amendments adopted	Signed by the Governor-- Chaptered
AB 31 -- Reyes Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	Support (2/99)	Signed by the Governor-- Chaptered
AB 108 -- Mazzoni Subject Matter Projects	Support (2/99)	Held in Senate Appropriations Committee
AB 192 -- Scott Would create the California Teacher Cadet Program	Support (3/99)	Vetoed by the Governor
AB 578 -- Honda Would require the SPI, in consultation with CCTC and IHEs, to develop training requirements for teachers to ensure sufficient training on domestic violence recognition	Watch (4/99)	Held in Senate Appropriations Committee
AB 609 -- Wildman Would allow school districts to use a braille instructional aide to provide braille instruction if the aide works under the direct supervision of a credentialed teacher who is enrolled in a program that will lead to a certificate to teach the visually impaired	Seek Amendments (3/00)	Senate Education Committee
AB 707 -- House Would set forth requirements for a services credential with a specialization in school psychology	Seek Amendments (4/99)	Senate Education Committee
AB 752 -- Davis Would create two new single subject teaching credentials in dance and in theatre <i>(Last amended 1/20/00)</i>	Watch (4/99)	Senate Education Committee
AB 877 -- Scott Would modify the APLE program to require that an applicant must have completed 30 semester units to participate in the program	Support (3/00)	Senate Education Committee
AB 899 -- Alquist Would make changes to the APLE program related to allowing applicants to be enrolled on a half-time basis and redistribution of unused warrants <i>(Last amended 1/3/00)</i>	Support (5/99)	Senate Education Committee

AB 908 -- Alquist Would require CCTC to adopt or revise standards to address gender equity	Seek Amendments (4/99)	Senate Appropriations Committee
AB 961 -- Steinberg Would create the Challenged School Teacher Attraction and Retention Act of 1999	Support (4/99)	Senate Education Committee
AB 1006 -- Ducheny Would establish a two-year pilot project to provide peer support and mentoring for school counselors	Support (4/99)	Senate Education Committee
AB 1059 -- Ducheny Would make various provisions in law related to CLAD training	Seek Amendments (4/99) Support (9/99)	Signed by the Governor-- Chaptered
AB 1242 -- Lempert Would require CCTC to issue a California Preliminary (CAP) Credential to persons meeting certain requirements	Seek Amendments (4/99) Oppose (6/99) Watch (9/99)	Signed by the Governor-- Chaptered
AB 1324 -- Zettel Would allow holders of Clinical Rehabilitative Services Credentials who have ten years of experience teaching in a mild/moderate classroom to continue in this assignment	Oppose unless amended (2/00) Watch (3/00) CTC amendments adopted	Senate Education Committee
AB 1529 -- Baldwin and Runner Would allow IHEs who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	Oppose (12/99)	Dropped by the author
AB 1900 -- Steinberg Would state legislative intent to appropriate funds to low performing schools for the purpose of hiring a full-time, on-site staff person to provide support for all beginning teachers	Watch (3/00)	Assembly Appropriations Suspense File
AB 1925 -- Dickerson Would create Special Education Program Recruitment and Expansion Programs to be administered by the CTC	Seek Amendments (3/00)	Assembly Appropriations Committee
AB 1994 -- Baldwin Would allow IHEs located in California who have received accreditation from any regional or national accrediting body recognized by the U.S. Department of Education to operate a teacher preparation program for purposes of California credentialing	Oppose (3/00)	Hearing cancelled by the author
AB 2541 -- Calderon Would add four teachers to the number of voting members of CTC	Watch (4/00)	Assembly Appropriations Committee

AB 2551 -- Hertzberg Would require CTC to waive CBEST exam fees if funds are made available in the Budget Act	Approve (4/00)	Assembly Appropriations Suspense File
AB 2590 -- Campbell Would create the California State Troops to Teachers Act	Seek Amendments (4/00)	Assembly Appropriations Committee
AB 2633 -- Calderon Would make technical, nonsubstantive changes to the CLAD provision in law	Watch (4/00)	Assembly First Reading
AB 2674 -- Bock Would make technical, nonsubstantive changes to a provision in law related to the University Intern Program	Watch (4/00)	Assembly First Reading
AB 2679 -- Bock Would make technical, nonsubstantive changes to the provisions in law related to BTSA	Watch (4/00)	Assembly First Reading



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: LEG-2

Committee: Legislative

Title: Analysis of Bills of Interest to the Commission

✓ Action

Prepared by: Rod Santiago
Legislative Liaison

Bill Analysis California Commission on Teacher Credentialing

Bill Number: Senate Bill 1527

Authors: Senator Teresa Hughes

Sponsor: Los Angeles Unified School District

Subject of Bill: Joint Integrated Programs

Date Introduced: February 17, 2000

Last Amended: March 22, 2000

Status in Leg. Process: Senate Education Committee

Current CTC Position: Oppose

Recommended Position: Seek Amendments

Date of Analysis: April 19, 2000

Analyst: Rod Santiago and Linda Bond

Summary of Current Law

Current law provides for integrated programs of professional preparation to enable candidates for teaching credentials to engage in professional preparation concurrent with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary institutions.

Current law requires that the development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units

within postsecondary institutions, and local public elementary and secondary school districts.

Summary of Current Activity by the Commission

Currently there are 23 institutions of higher education that have received some form of funding to offer the integrated professional programs. There is nothing in current law that would prohibit an approved institution of higher education from offering an integrated professional preparation program.

Analysis of Bill Provisions

Senate Bill 1527 would allow a school district to initiate and establish a joint integrated program of professional preparation with an accredited institution of higher education if it meets one or more of the following criteria:

- (1) The school district has a substantial lack of credentialed teachers.
- (2) Twenty-five percent of the schools in the school district are in the bottom twenty-five percent of all schools as indicated by the Academic Performance Index.
- (3) Twenty-five percent of the schools in the school district are eligible for funds under Title I of the Elementary Secondary Education Act of 1965.

The bill would require the joint integrated program to include activities based at the institution and the school that familiarize the undergraduate student with classroom instruction and contribute to the academic achievement of elementary or secondary pupils. The program would also be required to provide the undergraduate student with the necessary opportunities to fulfill the requirements of a teaching credential.

The bill would allow participating school districts to apply for state and federal funding for the program. Participating school districts would be allowed to utilize state and federal funds intended to be used for teacher recruitment and training to pay the expenses of the integrated program to the extent authorized by law. The school district would be allowed to use the state and federal funds to pay the costs of the recruitment efforts of the joint integrated program and to pay the student participant's costs related to all of the following:

- 1) State required tests for teaching credentials, such as the California Basic Skills Test
- 2) Background checks
- 3) Credential applications
- 4) Other activities related to completing the teacher training program.

The bill would allow school districts that provide the joint integrated programs for undergraduate students to require participating students to teach in the school district.

Analysis of Fiscal Impact of Bill

The bill would allow participating school districts to utilize state and federal funds "intended to be used for teacher recruitment and training:" for purposes of the integrated programs to the extent authorized by law. Although this would not directly impact the Commission's budget, this could impact programs administered by the Commission.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy may apply to this measure:

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

Organizational Positions on the Bill

Los Angeles Unified School District is the sponsor of the bill.

Reason for Suggested Position

With the exception of the funding mechanism in the bill, it is not clear what the bill would do

that is not currently allowed under existing law. Integrated programs are not prohibited by current law. School districts can work collaboratively with institutions of higher education in the integrated programs under existing law. Staff would like to seek clarification from the sponsors of the bill. It is for these reasons that staff is suggesting a position of Seek Amendments.



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California Commission on Teacher Credentialing

Meeting of:

May 3 - 4, 2000

Agenda Item Number:

FPPC-1

Committee:

Fiscal Planning and Policy

Title:

Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan.

✓ Information

Prepared by:

John Wahlstrom, Analyst
Fiscal and Business Services

BACKGROUND

At the March 2000 Commission meeting, Commissioners authorized the Executive Director to contract with the KPMG Consulting firm (KPMG) to assist the Commission in developing an information technology strategic plan and action plan. This agenda item provides an update on the KPMG's progress.

SUMMARY

At the April 2000 meeting, staff provided Commissioners with a status report update concerning the progress of this effort. The next status report by KPMG is due at the end of April 2000. Due to the timing of the status report and the preparation of this agenda item, an update on the status of the KPMG project will be presented to the Commissioners as an in-folder item at the May 2000 Commission meeting.



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California Commission on Teacher Credentialing

Meeting of:

May 3 - 4, 2000

Agenda Item Number:

FPPC-2

Committee:

Fiscal Planning and Policy

Title:

Third Quarter Report of Revenues and Expenditures for Fiscal Year 1999-2000

✓ Information

Prepared by:

John Wahlstrom, Analyst
Fiscal and Business Services

BACKGROUND

As previously scheduled on the Commission's quarterly agenda calendar, staff is presenting the Commission's revenue and expenditure data through the end of the third quarter of Fiscal Year 1999-2000.

SUMMARY

The attached charts depict the Commission's revenue and expenditure balances as of March 31, 2000. The following notes provide explanations for certain key points:

Chart 1 - Revenues

- All of the revenue percentages were calculated as a ratio of the actual revenue collected compared to the amounts projected in the Fall of 1999.
- The revenue received and deposited in the Teacher Credentials Fund for fiscal year 1999-2000 is currently 10 percent over the Fall 1999 projection. Credential fees received in the first half of the year are traditionally higher than those received in the second half.
- Revenues collected and deposited in the Test Development and Administration Account (TDAA) include all funds actually received as of March 31, 2000. Fees for the February administration of the Reading Instruction Competence Assessment (RICA) examination had not been received as of the end of March 2000; therefore, the TDAA revenue received is skewed downward by approximately 4 percent.

Chart 2 - Expenditures

- "Personal Services" costs expended in comparison with the budgeted amounts.
- The total "Operating Expenses & Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to spend at a future date). Also, there are other anticipated expenditures that have

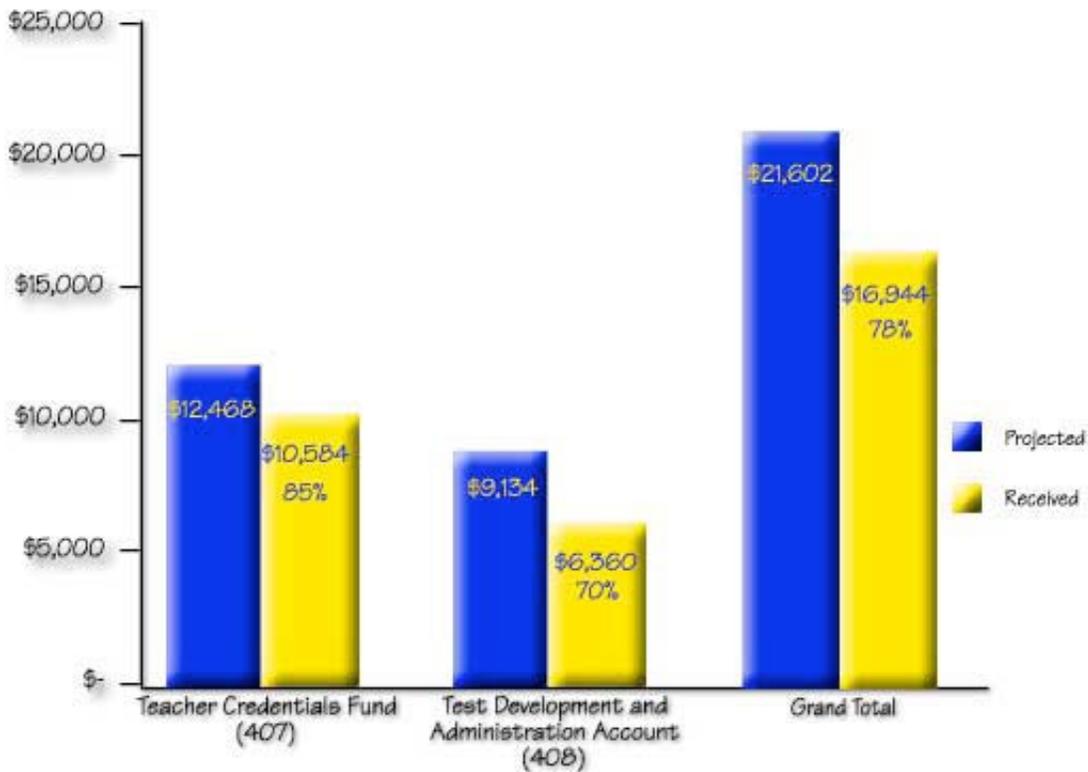
not yet been encumbered. Therefore, the expenditure level of 66 percent is appropriate at this point in the fiscal year.

Staff is available to answer any questions the Commissioners may have.

California Commission on Teacher Credentialing

Fiscal Year 1999-2000 Third Quarter Revenues
(Dollar Amounts in Thousands)

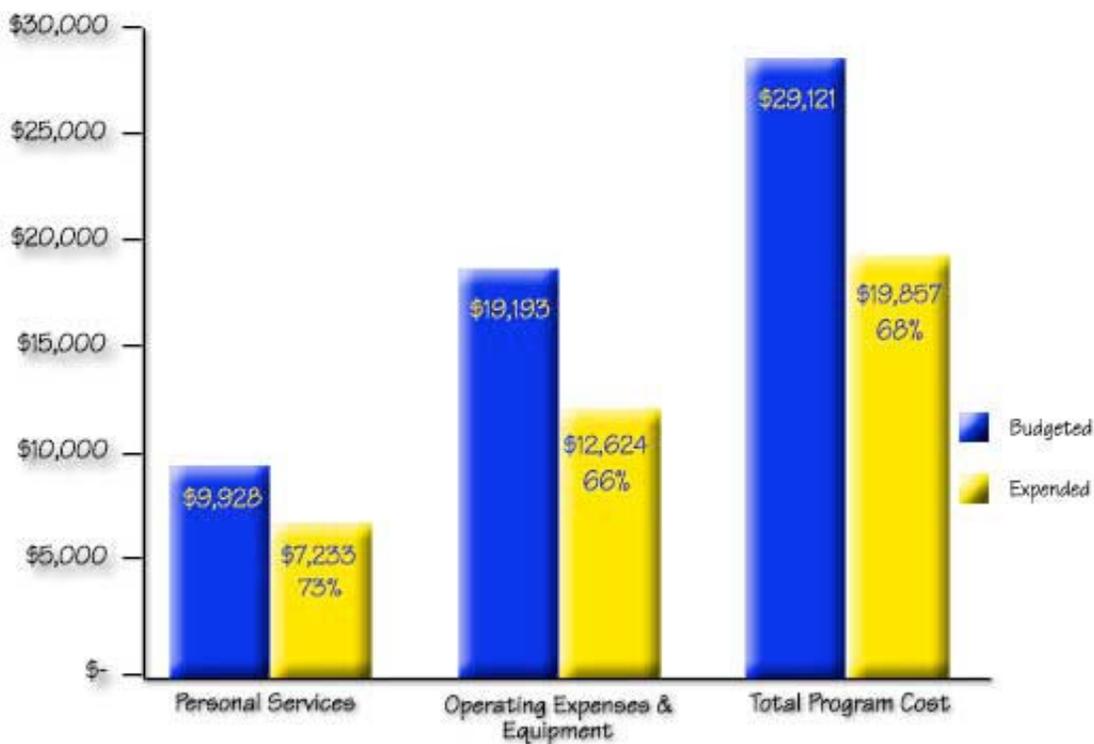
Chart 1



California Commission on Teacher Credentialing

Fiscal Year 1999-2000 Third Quarter Expenditure
(Dollar Amounts in Thousands)

Chart 2





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California Commission on Teacher Credentialing

Meeting of:

May 3 - 4, 2000

Agenda Item Number:

FPPC-3

Committee:

Fiscal Planning and Policy

Title:

Update on the 2000-2001 Governor's Budget

✓ Information

Prepared by:

Karen Romo, Analyst
Fiscal and Business Services

BACKGROUND

In March 2000, the Commission's portion of the 2000-2001 Governor's Budget was considered in hearings before the Assembly and Senate Budget Subcommittees. This information provides the Commissioners with an update concerning the status of the 2000-2001 Governor's Budget as it pertains to the Commission's budget.

SUMMARY

Legislative Action on the Commission's Budget

Both the Assembly and Senate Budget Subcommittees have approved the following items:

- An increase of \$20.8 million for the Alternative Certification grants;
- The Budget Change Proposal (BCP) for the funding of two additional positions for the Beginning Teacher Support and Assessment (BTSA) Program operations; and
- An increase of \$15 million for BTSA grants, as contained in the Department of Education's budget, bringing the total appropriation to \$87 million for Fiscal Year 2000-2001.

Discussion and action on all other items within the Commission's budget has been deferred to later hearings.

Additionally, a Finance Letter has been forwarded by the Department of Finance to the Legislature to increase the Commission's 2000-2001 expenditure authority by \$60,000 for the purpose of contracting with an outside entity to conduct an internal audit of the Commission's funded teacher development programs.

Future Actions on the Commission's Budget

In subsequent legislative budget subcommittees hearings, all other items contained in the Commission's budget as well as any approved May Revision BCPs will be addressed before the Commission's 2000-2001 budget is moved to the respective Budget Committees for final

action.

Staff is available to answer any questions the Commissioners may have.



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: C&CA-1

Committee: Credentials and Certificated Assignments

Title: Proposed Addition of Title 5, Section 80016, California Code of Regulations, Pertaining to Certificates of Completion of Staff Development to Teach English Language Development and/or Specially Designed Academic Instruction Delivered in English to Limited-English-Proficient Students

✓ Action

Prepared by: Bobbie Fite, Assistant Consultant
Certification, Assignments and Waivers Division

**Proposed Addition of Title 5 Section 80016, California Code of Regulations,
Pertaining to Certificates of Completion of Staff Development to Teach English
Language Development and/or Specially Designed Academic Instruction
Delivered in English to Limited-English-Proficient Students**

April 14, 2000

SUMMARY

Senate Bill 395 (Hughes) made a number of changes to Education Code Section 44253.10 governing Certificates of Completion of Staff Development to teach English Language Development and/or Specially Designed Academic Instruction Delivered in English to limited-English-proficient students. In the past, completion of this training has resulted in a district- or county-issued document. This agenda item addresses the new provision of the statute that requires the Commission to issue Certificates of Completion of Staff Development and proposes Title 5 Regulations for implementation. This item was discussed by Commissioners at the February 2000 Commission meeting and is brought forward now for action.

FISCAL IMPACT

There is minimal fiscal impact to promulgating regulations. The fee of forty-five dollars, the maximum fee allowed by statute for issuance of this document, should be sufficient to allow staff to review the standards, review and approve staff-development programs, create computer programs to issue and report on the documents, and address the additional workload. Staff will be preparing a budget change proposal to request spending authority from the additional income.

POLICY ISSUE TO BE RESOLVED

Does the proposed addition of Section 80016 to the California Code of Regulations, Title 5,

meet the goals of the Commission for preparing qualified teachers and meeting the needs of California's classrooms?

RECOMMENDATION

Staff recommends that the Commission approve the proposed addition to the California Code of Regulations, Title 5, Section 80016, pertaining to Certificates of Completion of Staff Development to teach English Language Development and/or Specially Designed Academic Instruction in English to limited-English-proficient students and direct staff to proceed with preparing the regulatory file and scheduling a public hearing.

BACKGROUND

In 1994, Senate Bill 1969 (Hughes) added §44253.10 to the Education Code. This section authorizes school districts and county offices of education to issue a "Certificate of Completion of Staff Development" to experienced teachers who complete staff development programs that are consistent with standards established by the Commission. Depending on the teacher's years of experience and the staff development completed, the Certificate authorizes the teacher to provide Specially Designed Academic Instruction Delivered in English, with the possible addition of English Language Development in a self-contained classroom.

In 1996, Assembly Bill 1041 (Alpert) amended the Education Code to require that the Commission serve as the repository for the Certificates of Completion issued by school districts and county offices of education. The purpose behind this change was to assure employers a place to contact to verify the issuance of certificates since the law states that the certificates are valid in all California public schools. The fee to provide this service is twelve dollars (\$12). The Commission has registered 20,519 Certificates of Completion of Staff Development to date.

The changes to Certificates of Completion of Staff Development required by SB 395 (Hughes) became effective January 1, 2000. They include:

- the extension of the deadline by which a teacher must have achieved permanent status, from 1995 to 1999;
- the extension of the deadline by which requirements for the Certificate must be completed, from 2000 to 2005;
- a requirement that the Commission review the standards to assure that they are aligned with the standards for the Crosscultural Language and Academic Development (CLAD) Certificate;
- a requirement that the Commission review programs offered by school districts, county offices of education, institutions of higher education, and professional organizations to determine if they meet the standards (NOTE: the California Teacher's Association (CTA) program has already been approved by the Commission and does not need to be reviewed again--CTA may recommend for Commission-issued Certificates of Completion as of January 1, 2000);
- a revision of the authorization for the Certificate to include the ability to provide instruction of English Language Development in a departmentalized class authorized by the applicant's basic teaching credential;
- the establishment of a date (January 1, 2002) by which all programs must be approved by the Commission to continue to offer staff development for the purpose of issuing a Certificate of Completion; and
- the requirement that the Commission issue Certificates of Completion of Staff Development to teachers who complete an approved program.

PROPOSED ADDITIONS TO TITLE 5

This agenda item proposes that the Commission add Section 80016 to the California Code of Regulations, Title 5, following the sections on CLAD and BCLAD Certificates. This new section will describe the requirements for and authorizations of the Commission-issued Certificate of Completion of Staff Development.

Subsection (a)(1): repeats the statutory requirement for possession of a basic teaching credential.

Subsection (a)(2): references Education Code §44253.10(a)(1), which requires that the teacher be a "permanent employee" or meet one of two other employment status requirements; this subsection allows the teacher to self-verify completion of this requirement under the penalty of perjury and subject to audit by the Commission.

Subsection (a)(3): requires completion, prior to January 1, 2005, of a staff development program that has been approved by the Commission; specifies that completion of the approved program be verified on the "Recommendation for Certificate of Completion of Staff Development" form (41-395 - rev. 1/00) provided by the Commission.

Subsection (a)(3)(A): describes the staff development that is needed to provide specially designed content instruction delivered in English.

Subsection (a)(3)(B): describes the staff development that is needed to provide instruction for English Language Development to students in a departmentalized class in the subject and grade authorized by the applicant's basic teaching credential.

Subsection (a)(3)(C): describes the staff development that is needed to provide instruction for English Language Development to students in his or her self-contained classroom; provides for self-verification of the experience requirement by the applicant under penalty of perjury and subject to audit by the Commission.

Subsection (a)(4): requires submission of an application form, verification of the requirements stated above, and a forty-five dollar (\$45) fee. The fee is the maximum fee allowed by Education Code §44253.10(f)(2). It must provide funding to review the existing standards, determine if the staff-development programs meet the standards, create computer programs to issue and report on the documents, and address the additional workload.

REVISED TEXT OF PROPOSED REGULATION

80016. Certificates of Completion of Staff Development to Teach English Language Development and/or Specially Designed Academic Instruction Delivered in English to Limited-English-Proficient Students

- (a) Applicants for a Certificate of Completion of Staff Development to teach English Language Development and/or Specially Designed Academic Instruction Delivered in English to limited-English-proficient students must meet the following requirements:
- (1) hold a valid basic teaching credential as defined in Education Code Section 44203(e);
 - (2) by January 1, 1999, meet the employment status criteria described in Education Code Section 44253.10(a)(1) as verified by the teacher under penalty of perjury and subject to audit by the Commission;
 - (3) complete one of the following staff development programs in methods of specially designed content instruction delivered in English or English Language Development, or both, as specified, that has been determined by the Commission to meet the guidelines and standards established in Sections 80680-80690.1, prior to January 1, 2005, and submit verification by the school district, county office of education, college or university, or other approved agency on the Recommendation for Certificate of Completion of Staff Development form (41-395 rev. 1/00) provided by the Commission:
 - (A) To provide specially designed content instruction delivered in English as defined in Education Code Section 44253.2(b) to students in a class or subject authorized by the applicant's basic teaching credential: 45 clock hours in either specially designed content instruction delivered in English or in a combination of specially designed content instruction delivered in English and English Language Development.
 - (B) To provide instruction for English Language Development as defined in Education Code Section 44253.2(a) to students in a departmentalized class in the subject and grade authorized by the applicant's basic teaching credential: the same 45 clock hours in specially designed content instruction delivered in English, or combination of specially designed content instruction delivered in English and English Language Development, completed for subsection (A) above.
 - (C) To provide instruction for English Language Development as defined in Education Code Section 44253.2(a) to students in a self-contained classroom, either 1. or 2. below:
 1. nine years of experience in California public schools verified by the teacher under penalty of perjury and subject to audit by the Commission,

experience or training in teaching limited-English-proficient students as described in Title 5 Section 80689.2(a)(2) verified by the teacher under penalty of perjury and subject to audit by the Commission, and the same 45 clock hours in Specially Designed Academic Instruction Delivered in English, or combination of specially designed content instruction delivered in English and English Language Development, completed for subsection (A) above.

2. fewer than nine years of experience in California public schools or insufficient experience or training in teaching limited-English-proficient students to meet the requirements of subsection (a)(3)(C)1. above and the same 45 clock hours in Specially Designed Academic Instruction Delivered in English, or combination of specially designed content instruction delivered in English and English Language Development, completed for subsection (A) above, plus, within three years of completing the staff development in subsection (A) and before January 1, 2008, an additional 45 clock hours in English Language Development, or combination of specially designed content instruction delivered in English and English Language Development.

(D) To provide instruction for English Language Development as defined in Education Code Section 44253.2(a) to a class when the purpose of the class is to teach limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English: a Crosscultural, Language and Academic Development emphasis or certificate; or a Bilingual, Crosscultural, Language and Academic Development credential, emphasis, or certificate; or a Bilingual Certificate of Competence; or a Language Development Specialist Certificate; or a supplementary authorization in English as a Second Language.

- (4) Submit a completed Application for Credential Authorizing Public School Service (form 41-4 rev. 9/99), verification of completion of the above requirements, including the Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 1/00) and employment-status and experience self-verifications, and a fee of forty-five dollars.

NOTE: Authority cited: Sections 44225(q) and 44253.10, Education Code. Reference: Sections 44203(e), 44253.2(a), and 44253(b), Education Code.

State of California
California Commission on Teacher Credentialing
Box 944270, Sacramento, CA 94244-2700

Recommendation for a Certificate of Completion of Staff Development

NAME OF RECOMMENDING DISTRICT, COUNTY, IHE OR AGENCY COMPLETING THIS FORM:

CDS Code (if applicable) _____

This is to certify that the individual identified below has completed Commission-approved staff development or coursework through this agency as indicated below.

APPLICANT:

Name

First	Middle	Last
-------	--------	------

Social Security Number

	-		-	
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(FOR FILE IDENTIFICATION PURPOSES ONLY)

STAFF DEVELOPMENT:

1. The applicant has completed 45 clock hours of approved staff development or 3 semester/4 quarter units of approved course work in methods of providing Specially Designed Academic Instruction Delivered in English or a combination of Specially Designed Academic Instruction Delivered in English and English Language Development.
2. Within three years after completing the requirements in 1 above, the applicant has completed an additional 45 clock hours of approved staff development or

an additional 3 semester/4 quarter units of approved course work in methods of providing Specially Designed Academic Instruction Delivered in English and English Language Development.

ENCLOSURES:

- Verification of the applicant's employment status as of January 1, 1999, as described in Education Code Section 44253.10(a)(1), provided by the applicant under penalty of perjury and subject to audit by the Commission.
- When applicable, verification of nine years of teaching experience, including experience or training in teaching limited-English-proficient students, provided by the applicant under penalty of perjury and subject to audit by the Commission.

AUTHORIZED SIGNATURE:

Signature _____ Date _____
 Name _____ Title _____
 Phone Number _____

41-395 rev. 1/00

State of California
 California Commission on Teacher Credentialing
 Box 944270, Sacramento, CA 94244-2700

**Self-Verification of Employment Status and Experience
 for a Certificate of Completion of Staff Development**

TO BE COMPLETED BY THE APPLICANT:

Name

First	Middle	Last
-------	--------	------

Social Security Number

	-		-	
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(FOR FILE IDENTIFICATION PURPOSES ONLY)

VERIFICATION OF PERMANENT STATUS (Must be completed by all applicants)
 To qualify for the Commission-issued Certification of Completion of Staff Development to teach Specially Designed Academic Instruction in English (SDAIE) and/or English Language Development to limited-English proficient students, you must verify that you have met the employment status criteria specified in Education Code Section 44253.10(a)(1), which states: "The teacher, as of January 1, 1999, is a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction, or was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status, or has been employed in a school district with an average daily attendance of not more than 250 for at least two years." Please see reverse for the Education Code definitions of "permanent status."

With my signature I verify, under penalty of perjury and subject to audit by the Commission, that I meet the employment status criteria specified in Education Code Section 44253.10(a)(1).

Signature _____ Date _____

VERIFICATION OF EXPERIENCE (For applicants for the self-contained classroom authorization)
 To qualify for the authorization to provide English Language Development (e.g., instruction designed specifically for limited-English-proficient pupils to develop their listening, speaking, reading, and writing skills in English) to students in a self-contained classroom based on a program that combines SDAIE and ELD training in a single 45 clock hours of staff development, you must verify that you have nine years of experience in California public schools, and experience or training in teaching limited-English proficient students as described in Title 5 Section 80689.2(a)(2). Please provide the following:

Name & County of Employer	Beginning Date of Service	Ending Date of Service	Total Years

- Please check the box or boxes that apply:
- I have passed one or more sections of the following state certification examinations:
 - one section of the Language Development Specialist Examination
 - one the Culture or the Methodology Component of a Bilingual Certificate of Competence Exam
 - one of Tests 1-5 of the CLAD/BCLAD Examinations;
 - I have completed thirty or more hours of prior training (i.e., coursework or staff development) in any aspect of ELD and/or SDAIE.
 - I have completed two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods.

With my signature I verify, under penalty of perjury and subject to audit by the Commission, that the foregoing verification of experience is true and correct.

Signature _____ Date _____

Definitions of "Permanent Status" from the Education Code

Section 44929.21:

(a) Every employee of a school district of any type or class having an average daily attendance of 250 or more who, after having been employed by the district for three complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications shall, at the commencement of the succeeding school year be classified as and become a permanent employee of the district. This subdivision shall apply only to probationary employees whose probationary period commenced prior to the 1983-84 fiscal year.

(b) Every employee of a school district of any type or class having an average daily attendance of 250 or more who, after having been employed by the district for two complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications shall, at the commencement of the succeeding school year be classified as and become a permanent employee of the district.

The governing board shall notify the employee, on or before March 15 of the employee's second complete consecutive school year of employment by the district in a position or positions requiring certification qualifications, of the decision to reelect or not reelect the employee for the next succeeding school year to the position. In the event that the governing board does not give notice pursuant to this section on or before March 15, the employee shall be deemed reelected for the next succeeding school year.

This subdivision shall apply only to probationary employees whose probationary period commenced during the 1983-84 fiscal year or any fiscal year thereafter.

Section 44929.22.

At the discretion of the governing board of a district with 60,000 average daily attendance or more every employee of the district who, after having been employed by the district for two consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications may, at the commencement of the succeeding school year, be classified as and become a permanent employee of the district. If the board is the governing board of more than one district, it may exercise the discretionary power given it by this section in each district under its jurisdiction, whether or not each of the districts has 60,000 average daily attendance. This section shall apply only to probationary employees whose probationary period commenced prior to the 1983-84 fiscal year.

Section 44929.23.

(a) The governing board of a school district of any type or class having an average daily attendance of less than 250 pupils may classify as a permanent employee of the district any employee, who, after having been employed by the school district for three complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications. If that classification is not made, the employee shall not attain permanent status and may be reelected from year to year thereafter without becoming a permanent employee until a change in classification is made.

(b) Notwithstanding subdivision (a), Section 44929.21 shall apply to certificated employees employed by a school district, if the governing board elects to dismiss probationary employees pursuant to Section 44948.2. If that election is made by the governing board of the school district thereafter shall classify as a permanent employee of the district any probationary employee, who, after being employed for two complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications as required by Section 44929.21. Any probationary employee who has been employed by the district for two or more consecutive years on the date of that election in a position or positions requiring certification qualifications shall be classified as a permanent employee of the district.

(c) If the classification is not made pursuant to subdivision (a) or (b) the employee shall not attain permanent status and may be reelected from year to year thereafter without becoming a permanent employee until the classification is made.

Title 5 Section 80689.2

(a) To participate in staff development that combines SDAIE training and ELD training in a single program of 45 hours, each teacher must fulfill (1), (2) and (3).

- (1) The teacher has completed nine or more years of full-time or equivalent teaching in the public schools of California.
- (2) The teacher certifies either (A) or (B) or (C):
 - (A) that the teacher has passed one or more sections of the following state certification examinations:
 1. either section of the Language Development Specialist Examination; or
 2. either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination; or
 3. any one of Tests 1-5 of the CLAD/BCLAD Examinations;
 - (B) that the teacher has completed thirty or more hours of prior training in any aspect of ELD and/or SDAIE;
 - (C) that the teacher has two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods.
- (3) The teacher authorizes verification of (2)(A) or (2)(B), or (2)(C) by the school district or county office of education that is to issue the certificate of completion.

(b) The school district or county office of education that is to issue the certificate of completion may verify the teacher's certification of (2)(A) or (2)(B) or (2)(C) pursuant to subdivision (a) of this section.



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: C&CA-2

Committee: Credentials and Certificated Assignments

Title: Proposed Amendments to Title 5, Section 80015, Pertaining to the Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate

✓ Information

Prepared by: Yvonne Novelli, Analyst
Certification, Assignments and Waivers Division

Proposed Amendments Title 5 Regulation, §80015

Regarding the Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate

April 14, 2000

Summary

The following proposes to amend Title 5 Regulation §80015 related to the requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate. These amendments will revise the high school option for satisfying the CLAD second-language requirement.

Fiscal Impact Statement

There will be a minor short-term cost to the agency related to holding a public hearing if the recommendation is adopted.

Policy Issues to Be Resolved

Shall the Commission consider allowing an individual to satisfy the second-language requirement for the CLAD Certificate by completing three years of course work in a single language other than English in any of grades seven through 12, rather than limiting this option to grades nine through 12?

Background

Education Code §44253.3 requires individuals to verify a language-learning experience that creates an awareness of the challenges of second-language acquisition before being issued

the CLAD Certificate. It allows the Commission to establish alternative ways in which to satisfy this requirement. Currently, there are 16 options to satisfy this requirement, ranging from formal coursework, to examinations, to residency in a non-English speaking country. One frequently used option is §80015(a)(2)(N) that allows individuals to use three years of secondary school course work in a single language other than English. The coursework must be taken in grades nine through 12, with at least a B average.

Proposed Amendments to §80015

The intent of the second-language requirement for the CLAD Certificate is to provide assurance that the teachers of students who are English language learners have had some experience learning a second language and are aware of the challenges involved. It is not verification of a teacher's knowledge of a language other than English.

Since the option to use secondary coursework toward the CLAD second-language requirement was added in 1997, there have been numerous individuals who do not meet the specific wording of the requirement, yet meet the intent. Many took advanced foreign language classes in eighth grade that were considered by their high school as equivalent to the ninth grade level. Some individuals were even offered only two years of foreign language by their high school yet had met the intent of the regulation by taking a third year in the seventh or eight grade. So that individuals who meet the intent of the Education Code, yet not the specific conditions established in Title 5, §80015(a)(2)(N), may satisfy this requirement, Commission staff is proposing to broaden option N from grades 9-12 to grades 7-12.

Additionally, to avoid confusion that the foreign language coursework is only acceptable if taken from a secondary school and not middle or junior high school, "a public or private secondary school" is now noted as "a public or private school."

Division VIII of Title 5 California Code of Regulations

Section 80015

Regarding Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate

PROPOSED REGULATIONS

§80015. Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate.

A Crosscultural, Language and Academic Development (CLAD) Certificate can be earned in the following ways:

- (a) Through supplementary coursework: The requirements for earning a CLAD Certificate through supplementary coursework include (1) through (4) below:
 - (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
 - (2) Verification of experience learning a second language obtained through one of the options described in subsections (A) through (P). One of the options must be completed. Partial completion of more than one option will not be accepted except that an applicant may combine partial completion of semester units under option (A) with language training under option (B) at fifteen hours of training equaling one semester unit. Any option or the combination of (A) and (B) must be completed with one language.
 - (A) Completion of six semester units (or nine quarter units) in coursework that emphasizes the learning of a language other than English (including American Sign Language). A grade of "C" or better. "Pass," or "Credit," must be earned in each course. This option must be verified by an official transcript from a regionally accredited college or university, or comparable institution outside the United States. Professional Development and Continuing Education units from such institutions are acceptable. Coursework in the methodology of teaching a language is not acceptable.

- (B) Completion of 90 hours of language training, with a grade of "C" or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP) or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education. This training is to be verified by a letter signed by an authorized representative of the BTTP or county or district program.
- (C) Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.
- (D) Passage of either the Oral Subtest, the Essay Subtest, or the Reading Comprehension and Usage Subtest in a language other than English of a Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992), verified by an official score report.
- (E) Passage of any two of the four parts (listening, reading, speaking, and writing) of Test 6 of the CLAD/BCLAD Examinations, described in Section 80015.3, verified by an official score report.
- (F) Passage of any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.
- (G) A proficiency level of "novice-high" or above on the American Council on the Teaching of Foreign Languages, Inc. (ACTFL) Proficiency Guidelines or "0+" (zero plus) or above on the Interagency Language Roundtable (ILR) Proficiency Descriptions, verified by an official score report.
- (H) A score on a College-Level Examination Program (CLEP) examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report.
- (I) Possession of a teaching credential from another state that authorizes instruction in a language other than English.
- (J) Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.
- (K) Successful completion of one academic year (over a single period) at age 14 or above at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- (L) Successful completion of two academic years between the ages of 10 and 14, inclusive, at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- (M) Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.
- (N) Successful completion of three years of course work in a language other than English in grades nine seven through 12 in a public or private secondary school with an average grade of B or better, verified by an official transcript or a letter from the school.**
- (O) Achievement of a score on the Advanced Placement Examination in a language other than English offered by Educational Testing Service for which college credit or advanced standing is awarded, verified by either an official transcript or a letter from the registrar's or admission's office from a regionally accredited institution of higher education.
- (P) Achievement on a college or university placement examination in a language other than English for which 1) a minimum of six semester academic units or the equivalent quarter units are awarded or 2) placement in an advanced level

course, defined as no lower than the second year of a multi-year sequence, is given or 3) an exemption from a one year requirement is granted. This must be verified by either an official transcript or a letter from the registrar's or admission's office from a regionally accredited institution of higher education.

(3) Completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 upper-division/graduate quarter units) of coursework. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course. All of the coursework must be in the three subject areas listed in subsections (A), (B), and (C) below, and all three of the subject areas must be covered in the set of coursework used to satisfy this requirement.

(A) Language structure and first- and second-language development, including the following:

1. Language structure and use: universals and differences (including the structure of English), and
2. Theories and factors in first- and second-language development.

(B) Methodology of bilingual instruction, instruction for English language development, and specially designed academic instruction delivered in English, including the following:

1. Theories and methods of bilingual education.
2. Theories and methods of instruction for English language development.
3. Theories and methods of specially designed academic instruction delivered in English, and
4. Language and content area assessment.

(C) Culture and cultural diversity, including the following:

1. Nature and content of culture,
2. Crosscultural contact and interactions,
3. Cultural diversity in the United States and California, and
4. Providing culturally responsive instruction.

(4) Submission of a complete application packet and fee(s) as specified in Section 80487.

(5) The holder of a Supplementary Authorization in either English as a Second Language (ESL) or Introductory ESL may use that document to earn a CLAD Certificate. A Supplementary Authorization in ESL or Introductory ESL will remain valid as long as the holder's prerequisite teaching credential remains valid. A Supplementary Authorization in ESL or Introductory ESL authorizes instruction for English language development, as defined in Education Code Section 44253.2(a), at the levels and in the grades specified in Sections 80057.5 and 80089 as those sections existed on January 1, 1993. The requirements for earning a CLAD Certificate for holders of the Supplementary Authorization in ESL or Introductory ESL include all of the following:

(A) Experience learning a second language as specified in Section 80015(a)(2).

(B) Completion of three semester units (or four quarter units) of coursework in the theories and methods of specially designed academic instruction delivered in English. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course.

(C) Submission of a complete application packet and fee(s) as specified in Section 80487.

(6) The holder of a certificate of completion issued pursuant to Education Code § 44253.10 may use that document to earn a CLAD Certificate. The requirements for earning a CLAD Certificate for holders of such a certificate of completion include all of the following:

- (A) Possession of a valid credential or permit as specified in Section 80015.2(a).
- (B) Experience learning a second language as specified in Section 80015(a)(2).
- (C) Completion of coursework as follows:
 - 1. Holders of a certificate of completion for specially designed academic instruction delivered in English (SDAIE) earned by successful completion of either the staff development program specified in Section 80680(a)(1) or an equivalent three semester unit (or four quarter unit class) at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)3, and (C)4.
 - 2. Holders of a certificate of completion for English language development (ELD) earned by successful completion of either the staff development program specified in Section 80680(a)(2) or an equivalent three semester unit (or four quarter unit) class at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, and (C)4.
 - 3. Holders of two certificates of completion, one for SDAIE and one for ELD earned by successful completion of either the staff development programs specified in Section 80680(a)(1) and 80680(a)(2) or two equivalent three semester unit (or four quarter unit) classes at a regionally accredited college or university must complete six semester units (or eight quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, (B)3, and (C)4.
 - 4. Holders of a certificate of completion for both SDAIE and ELD earned by successful completion of either the staff development program specified in Section 80680(a)(3) or an equivalent three semester unit (or four quarter unit) class at a regionally accredited college or university must complete nine semester units (or twelve quarter units) of upper-division/graduate coursework as described in Section 80015(a)(3) above except that the coursework need not include the topics listed in subsections (A)1, (A)2, (B)2, (B)3, and (C)4.
- (D) Submission of the original certificate or certificates of completion, or a verified true copy, as established in § 80435, of each certificate, used to apply for the CLAD Certificate.
- (E) Submission of a complete application packet and fee(s) as specified in Section 80487.

(b) By examination: The requirements for earning a CLAD Certificate by examination include all of the following:

- (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
- (2) Experience learning a second language as specified in Section 80015(a)(2).
- (3) Passage of either (A), (B), or (C) below:
 - (A) Tests 1, 2, and 3 of the CLAD/BCLAD Examinations described in Section 80015.3. Each passing score must have been earned within five years prior to the date of application for a CLAD Certificate.
 - (B) Both parts of the Language Development Specialist Examination (administered pursuant to Article 3.5, commencing with Section 44475 of Chapter 3 of the Education Code as that article existed on December 31, 1992). Both passing scores on the Language Development Specialist Examination must have been earned within five years prior to the date of application for a CLAD Certificate.
 - (C) Tests 1 and 3 of the CLAD/BCLAD Examinations (described in Section 80015.3) and the Methodology Component of the Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992). The

passing scores on Tests 1 and 3 of the CLAD/BCLAD Examinations must have been earned within five years prior to the date of application for a CLAD Certificate. The passing score on the Methodology Component of the Bilingual Certificate of Competence Examination must have been earned within nine years prior to the date of application for a CLAD Certificate.

- (4) Submission of a complete application packet and fee(s) as specified in Section 80487.
- (c) By converting a Language Development Specialist Certificate: Converting a Language Development Specialist Certificate to a CLAD Certificate is not required. Unless used to apply for a CLAD Certificate, a Language Development Specialist Certificate shall remain valid as long as the holder's prerequisite teaching credential remains valid. The Language Development Specialist Certificate authorizes the same services as the CLAD Certificate as specified in Section 80015.2(b). The requirements for earning a CLAD Certificate by converting a Language Development Specialist Certificate include all of the following:
 - (1) Submission of the valid Language Development Specialist Certificate issued to the applicant.
 - (2) Submission of a complete application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

NOTE: Authority cited: Sections 44253.9 and 44225(q), Education Code. Reference: Sections 44253.3, 44253.6, 44253.10, 44225(b) and 44225(d), Education Code.



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California Commission on Teacher Credentialing

Meeting of:

May 3 - 4, 2000

Agenda Item Number:

PERF-1

Committee:

Performance Standards

Title:

Recommended Award of a Contract for the Independent Evaluation of the Beginning Teacher Support and Assessment System

✓ Action

Prepared by:

Terry Janicki, Ph.D., Consultant
Professional Services Division

Recommended Award of a Contract for the Independent Evaluation of the Beginning Teacher Support and Assessment System

Professional Services Division
Commission on Teacher Credentialing

April 12, 2000

Executive Summary

The 1999-2000 Budget Act required the California Commission on Teacher Credentialing and the California State Department of Education to select a contractor to complete an independent evaluation of the Beginning Teacher Support and Assessment (BTSA) System. To accomplish this purpose, the CCTC and CDE expect the contractor, working closely with the BTSA Taskforce, and others, to perform several tasks. The contractor shall complete a review of existing literature and design a detailed methodology for the comprehensive evaluation study, examine the organizational structure of the BTSA System at state and local levels, the impact of the program's statewide expansion on the quality of the program, and the effect of program participation on increasing the knowledge and skills of beginning teachers, as measured by valid and reliable assessment tools. The evaluation shall also examine the effects of this program on employment retention rates for teachers who complete the Beginning Teacher Support and Assessment System.

Policy Issues to be Considered

Should the California Commission on Teacher Credentialing and the California State Department of Education enter in to a contract to complete an independent evaluation of the Beginning Teacher Support and Assessment System?

Fiscal Impact Statement

The Commission's budget includes \$500,000 (\$250,000 from 6360-001-0001 and \$250,000 from 6360-001-0407) for the purpose of contracting for an independent evaluation of the Beginning Teacher Support and Assessment System (Sec.44972.2,ED.C).

Recommendation

Based on the evaluation of the proposal that was received in response to the Commission's and California Department of Education's Request for Proposals (RFP) for *An Independent Evaluation of the Beginning Teacher Support and Assessment (BTSA) System*, and based on the consensus advice of the Proposal Review Team, the staff recommends that the Commission authorize the Executive Director and State Superintendent to enter into a contract with WestEd. The information provided on the following page is included as part of the recommendation as requested by the Department of General Services.

Recommended Contract

Contract Number	TCC-9042
Contractor	WestEd
Contracting Period	Upon approval by the Department of General Services, until December 31, 2001
Purpose of Contract	To complete an independent evaluation of the Beginning Teacher Support and Assessment System
Method of Procurement	Request for Proposals
Total Contract Amount	\$499,147
Source of Funding	Of the funds appropriated in Schedule (a) \$500,000 (\$250,000 from 6360-001-0001 and \$250,000 from 6360-001-0407

Recommended Award of a Contract for the Independent Evaluation of the Beginning Teacher Support and Assessment System

Introduction

In the July 1999 Governor Davis signed the Budget Act which included the funds needed to complete an independent comprehensive evaluation of the Beginning Teacher Support and Assessment (BTSA) System. In January 2000 the Commission authorized the Executive Director to release a RFP to complete this evaluation study. [Part One](#) of this report includes background information on BTSA. [Part Two](#) summarizes current BTSA research and evaluation activities. [Part Three](#) summarizes the Request for Proposals that was released in February. The final section ([Part Four](#)) includes information on the proposal review process and the results of this review.

Part 1: Background

Building BTSA on the Research Findings of the California New Teacher Project

The California New Teacher Project was a large-scale pilot project to test alternative models for (1) supporting and assisting the professional induction of first-year and second-year teachers, and (2) assessing their competence and performance in the classroom. During its "peak" year (1990-91), the CNTP included 37 local pilot programs; over the entire four years, more than 3,000 beginning teachers and more than 1,500 experienced teachers participated in the CNTP.

Because the California New Teacher Project was seen primarily as a pilot effort to inform future policy directions, significant time and resources were devoted to evaluation and research activities over the course of the four years. Lawmakers required that each

alternative program of support and assessment be evaluated in terms of the following criteria:

- Effectiveness at retaining in teaching those individuals who show promise of becoming expert professionals;
- Effectiveness at improving the pedagogical content knowledge and skills of the beginning teachers who are retained;
- Effectiveness at improving the ability of beginning teachers to teach students who are ethnically, culturally, economically, academically, and linguistically diverse;
- Effectiveness at identifying beginning teachers who need additional assistance and, if that additional assistance fails, who should be removed from the education profession;
- The relative costs of each method of support and assessment in relation to its beneficial effects; and
- The extent to which each alternative method of supporting or assessing new teachers would, if it were added to the other state requirements for teaching credentials, make careers in education more or less appealing to prospective teachers.

The California Commission on Teacher Credentialing and the California Department of Education were given joint responsibility to administer the California New Teacher Project (1988-92) and to monitor the ongoing research activities. On the basis of competitive bids, the agencies selected two external contractors to complete the research and evaluation work. The Southwest Regional Educational Laboratory (SWRL) evaluated the 37 support programs for new teachers. The Far West Laboratory (FWL) for Educational Research and Development evaluated existing and alternative forms of new teacher assessment.

At the conclusion of each year of the CNTP, the two research laboratories (SWRL and FWL) submitted detailed research findings in extensive technical reports to the Commission and the Department. During the fourth year (1991-92), the findings of three years of work were carefully summarized, synthesized and presented to the Commission and the Superintendent of Public Instruction. The most significant findings of the three-year pilot study were summarized in *Success for Beginning Teachers*, which was adopted by the Superintendent and the Commission and submitted to the Legislature. The policy recommendations in *Success for Beginning Teachers* were accurately reflected in Senate Bill 1422, the legislation by Senator Bergeson that the Commission sponsored to create the BTSA Program.

In the final report of the CNTP, the Commission and the Department reported several significant findings. Fewer than half of California's school districts provide the support and training that beginning teachers need to become better teachers, remain in the teaching profession, and help their students become better learners. In addition, the current assessments of prospective and novice teachers do not effectively assure the public that teaching credentials are granted only to competent individuals. The CNTP demonstrated that intensive support, continued preparation and informative assessments of teachers in their first professional years result in significantly better instruction for students.

In response to these recommendations, Governor Wilson established the Beginning Teacher Support and Assessment Program in the State Budget for 1992-93. After considerable discussion of *Success for Beginning Teachers* in 1992, the Legislature concurred with the Governor's proposal and included \$4.9 million for grants to initiate this new state program in local schools. In 1992-93, fifteen local programs were funded in a competitive selection process designed to identify the most promising programs of support and assessment for new teachers. One year later (1993-94), a second invitation led to the selection of fifteen additional programs in districts and counties that were not included in the initial grants. From 1993-94 until 1995-96, the Department and the Commission maintained funding for the thirty BTSA Programs. During these years, there were no opportunities to create new programs or to expand existing programs because of limitations in state budget resources.

BTSA Funding for Local Assistance Grants

The following chart shows the history of state funding for local assistance grants in the BTSA Program since its inception.

Fiscal Year	Funds for Local BTSA Grants	% of BTs Served
1992-93	\$4.9 Million	7 %

1993-94	5.0 Million	
1994-95	5.2 Million	
1995-96	5.5 Million	
1996-97	7.5 Million	
1997-98	17.5 Million	
1998-99	66.0 Million	
1999-00	72.0 Million	80%

For the 2000-01 fiscal year, Governor Davis' proposed budget includes \$87.4 million for the BTSA Program, an amount sufficient to serve 26,500 1st and 2nd year teachers.

Part 2: Current BTSA Research and Evaluation Activities

As the number and type of local BTSA Programs have expanded over the past several years so have the statewide and local evaluation activities for BTSA. The three major areas of evaluation and research for BTSA over the past three years include:

- (1) External research and evaluation activities conducted by a research agency in the state that has provided external, objective, and credible research and evaluative data for each local BTSA Program and for the statewide BTSA initiative.
- (2) Local internal evaluation and research activities that are conducted by each local BTSA Program. Local BTSA Programs report on seven to ten evaluation research activities each year as part of their program improvement plans for the following year. Examples of local evaluation activities include BTSA alumni questionnaire summaries, summaries of effective teaching practices, new teacher case studies, new teacher self-assessment rubrics, portfolio reviews, reflective journals, support provider satisfaction data and a number of other types of research activities. In 1998-99 the CCTC /CDE joint BTSA Task Force requested that all 84 BTSA Programs compile data on new teacher retention.
- (3) Informal and formal program review processes have been used by BTSA Directors in 1993, 1994, 1995, 1997, 1998 and will continue to be used in 1999-2000. BTSA Directors have found the program review process to be both supportive and formative in nature. BTSA Directors have been able to establish new goals for the following BTSA year on the basis of program reviews and have also been able to affirm best practices and identify areas for local program improvement.

For several years the California Commission on Teacher Credentialing, the California State Department of Education, and the BTSA Taskforce have wanted to have an independent evaluation of BTSA completed that might be similar in nature to the evaluation completed by SWRL for the California New Teacher Project. In 1998 Secretary of Education, Gary Hart recommended to Governor Davis that \$500,000 be placed in the Governor's budget to fund such a study. The 1999-2000 Budget Act includes money to complete an external comprehensive evaluation of the BTSA System. The California Commission on Teacher Credentialing and the California State Department of Education pursuant to the Budget Act have sought a contractor to complete an independent evaluation of the Beginning Teacher Support and Assessment System. The scope of this external evaluation study is expected to go beyond the scope of the previously mentioned activities.

Part 3: Summary of the Request for Proposals

Release and Distribution of the RFP

On February 1, 2000, the RFP was mailed to 82 potential bidders across the nation. In the distribution process, the Executive Director mailed the RFP to all known firms or individuals who have either (a) done work in the field of teacher certification or evaluation research, or (b) expressed an interest in receiving RFPs from the Commission. In addition, the RFP was advertised on the Electronic California State Contracts Register (ECSCR).

The RFP indicated that proposals were due at the Commission office by 10:00 a.m. on March 31, 2000. Potential bidders were encouraged to submit a Notice of Intent to Bid and

substantive questions about the RFP or contract to the Commission. (Potential bidders were informed that submission of a Notice of Intent to Bid did not obligate a potential bidder to submit a proposal, nor did lack of a Notice of Intent to Bid proscribe a potential bidder from submitting a proposal.) A Notice of Intent to Bid and substantive questions were received from three firms.

Proposals Received in Response to the RFP

In response to the RFP, one proposal was delivered to the Commission. The proposal was received from WestEd of San Francisco California. Other agencies who had expressed an intent to bid, SRI of Menlo Park, California and California State University at Los Angeles are also included in the proposal as subcontractors to WestEd.

After 10:00 a.m., March 31, the proposal review process began, as described below.

Purpose and Scope of the Work

The Commission on Teacher Credentialing and the California Department of Education jointly developed a request for proposals to select the contractor to complete the following tasks.

1. Complete a review of existing literature and design detailed methodology for the comprehensive evaluation study.
2. Examine the effects of this program on employment retention rates for teachers who have completed Beginning Teacher Support and Assessment programs.
3. Examine the impact of the program's statewide expansion on the quality of the program.
4. Examine the effect of program participation on increasing the knowledge and skills of beginning teachers, as measured by valid and reliable assessment tools.
5. Examine the organizational structure of the program at state and local levels.

Each of these tasks is described in more detail below.

Task One: Review of the Literature and Detailed Methodology of the Study

Task One involves completing a review of existing literature related to teacher retention, teacher induction, teacher quality, and other appropriate topics and completing a detailed methodology for the comprehensive evaluation study. A detailed methodology should be developed based on Tasks Two through Five that are discussed more thoroughly below. This detailed methodology should be informed by the review of the literature. A draft methodology of the study and review of the literature must be submitted by July 1, 2000. Based on CCTC/CDE response, these should be completed in final form by August 1, 2000.

Task Two: Systems for Tracking Retention Rates for BTSA Participants

Task Two A: This task will require the contractor to examine effects of this program on employment retention rates for teachers who completed Beginning Teacher Support and Assessment programs since their inception. The contractor will contact local BTSA Programs to determine the number of years that each BTSA Program has served first and second year teachers and to identify the various processes that have been used by local programs to collect retention data over the year or years of each program's existence. The contractor will identify the credential status of the new teachers served and will identify possible retention data depending on the type of credential held. The contractor will identify the most promising procedures used by local BTSA Programs and will identify the most significant constraints that hinder BTSA Directors from implementing effective and reliable retention procedures on an annual basis.

A draft report for this task must be submitted by November 1, 2000. Based on CCTC/CDE response, this report should be completed in final form by December 1, 2000.

Task Two B: The contractor will determine the most effective elements of local retention procedures from Task A and will identify the elements of reliable retention procedures that could be used statewide. The proposed retention procedures will be designed to allow the state to annually complete a rigorously designed statewide retention study that includes data on the number of first and second year teachers that continue teaching at the same school site, or in the same school district, or in some other district. The proposed retention procedures will also provide data as to the reasons that the first and second year teachers

were not retained and left teaching. The contractor is to design a retention database that would allow the BTSA Task Force and local BTSA administrators to conduct reliable retention studies on an annual basis.

A draft report for this task must be submitted by February 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by March 1, 2001.

Task Two C: The evaluation contractor will also identify ways in which a second "database" or "procedure" could be designed that would allow local BTSA programs to compile, on an annual or biannual basis, data on the knowledge and skill levels attained by the local program participants. In other words, the contractor is asked to show how local programs could, feasibly and inexpensively, record anonymous data in the aggregate about the overall performance of participating teachers who have completed year 1 and/or year 2 of BTSA. The anonymous aggregated data on knowledge and skill levels attained might be derived from various local program evaluation activities, mid year and year end and observational data, data from selected CFASST activities, self reporting data from Individual Induction Plans, and/or data reported from locally developed CSTP standardized observation instruments.

A draft report for this task must be submitted by February 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by March 1, 2000.

Task Three: Impact of the Statewide Expansion on the Quality of the BTSA Program

Task Three A: In this task the contractor will examine the impact of statewide expansion of the BTSA Program on the experienced quality of the program. The contractor will provide recommendations regarding ways in which the BTSA System could maintain quality as it moves toward full implementation.

A draft report for this task must be submitted by April 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by May 1, 2001.

Task Three B: In addition, the contractor will examine the effects of the expansion of BTSA outside the confines of the program itself. For example, how many more new teachers have been served as a result of the expansion, and what has this expanded level of service meant for the additional participants? What evidence could the evaluator compile regarding the potential impact of BTSA's expansion on the students of those teachers who were added to the program because of the expansion? What are the effects of BTSA's expansion on the schools that were affected by the increased funding? Effects on the additional support providers? The additional principals?

The evaluator will compile evidence regarding the local programs' effectiveness from all groups of participants, not solely the new teachers. The evidence of improving the teaching practice by new teachers is not the only effect that BTSA may be having. Improving the teaching practice of support providers is a secondary effect that will be examined. Improved school cohesiveness is another secondary effect that will be investigated.

A draft report for this task must be submitted by April 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by May 1, 2001.

Task Four: Effect of Program Participation on Increasing the Knowledge and Skills of Beginning Teachers

In the fourth task the contractor is expected to examine the effect of program participation on increasing the knowledge and skills of beginning teachers, as measured by valid and reliable assessment tools. This part of the work will require the contractor to go beyond the current methodology in the self-report state surveys. The contractor will examine the variable of increased teacher knowledge and skills from a value-added perspective.

This study will include a comparison of teaching performance between two groups of second year teachers (late in their second year) or third year teachers, including a group who participated in the program for two years and one that did not. The sampling techniques will take into account characteristics of the beginning teacher population statewide, teaching conditions, and quality and type of BTSA experience, as indicated by program evaluation data. Teaching knowledge and skills should be measured through one or more means, including classroom observations using a valid and reliable observation instrument intended to summatively assess teacher performance at the end of two years of teaching. The

instrument will measure teaching using constructs roughly equivalent to the California Standards for the Teaching Profession.

In addition to examining differences between the two groups the contractor will examine impacts on students including (1) student attitudes towards their teachers through student interviews and other appropriate survey methods; and (2) student performance as measured by standardized tests (SAT 9) using the whole class as the unit of analysis. SAT 9 comparisons for the initial year of study should be referenced to both state and national norms, since the statewide use of SAT 9 is very recent.

The design will also include methods for sorting out effects attributable to teachers and teaching conditions, including factors such as type of previous preparation (fifth year, alternative certification, etc.), school and student characteristics, impact of the support provider, and specific features of the BTSA programs (or other induction experiences) experienced by sampled teachers.

The research design should be robust enough to form the basis of a longitudinal study of the effects of participation in BTSA over time that could include additional data gathered from other role groups, including support providers, site and district administrators and local program staff. (It is expected that these teachers could then be assessed at regular intervals over an additional 7-year period).

A draft report for this task must be submitted by August 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by September 1, 2001.

Task Five: Organizational Structure of the Program at State and Local Levels

BTSA's program structure has emerged at several levels of formal and informal organization. Statewide impact and change may be evident at some or all of the following levels: LEAs, Districts, Consortiums, school sites, Clusters and other levels of organization. Additionally, BTSA has constructed or promoted relationships between key participants, such as Support Providers and Beginning Teachers, Support Providers and Assessment Trainers, Professional Development Leaders and Cluster Consultants, School Administrators and BTSA Directors. The final task for the contractor will be to carefully examine the emerging organizational culture and structure of the statewide BTSA system and relations among key participants.

Questions to guide the contractor in Task Five are:

- How are the current set of state and local regulations, BTSA Standards, state and local policies and practices operating? Do they allow positive, coherent and statewide systemic change to support and assess new teachers?
- What current policies promote a shift of organizational norms, values and attitudes necessary to sustain beginning teachers and effective BTSA programs?
- What policies and practices allow state and local BTSA leadership the discretion necessary to adapt BTSA programs to increase their effectiveness in particular contexts?
- Do current policies and practices constrain (guide) leadership and key participants in ways that promote program quality as well as effective organizational and participant accountability?
- Are there unanticipated and/or unwanted effects from current policies and practices?
- Are there unanticipated positive effects that might be encouraged in the future?
- What changes in BTSA policies and/or practices, if any, might further promote the quality and effectiveness of BTSA programs in California?

A draft report for this task must be submitted by November 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by December 1, 2001.

A draft final report summarizing methodology and all deliverables must be submitted by December 1, 2001. Based on CCTC/CDE response, this report should be completed in final form by December 31, 2001.

Critical Project Dates

Bidders were asked to plan the project according to the following critical project dates.

July 1, 2000	Draft detailed methodology of the study and review of the literature is submitted
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August 1, 2000	Final methodology of the study and review of the literature is submitted
December 1, 2000	Draft deliverable for Task Two A is submitted
December 31, 2000	Final deliverable for Task Two A is submitted Interim report summarizing work to date is submitted
February 1, 2001	Draft deliverables for Tasks Two B & Two C (Retention Database) are submitted
March 1, 2001	Final deliverables for Tasks Two B & Two C are submitted
April 1, 2001	Draft deliverables for Tasks Three A & Three B are submitted
May 1, 2001	Final deliverables for Tasks Three A & Three B are submitted
August 1, 2001	Draft deliverable for Task Four is submitted
September 1, 2001	Final deliverable for Task Four is submitted
November 1, 2001	Draft deliverable for Task Five is submitted
December 1, 2001	Final deliverable for Task Five is submitted Draft final report is submitted
December 31, 2001	Final Report is submitted

Part Four: The Proposal Review Process and Results

The proposal submitted in response to the RFP was reviewed in three stages as described in the RFP and below. The proposal review process was conducted according to guidelines established in the *State Contracting Manual* for conducting competitive bidding procedures. A seven-member Proposal Review Team participated in the evaluation and scoring of the proposal.

The Proposal Review Team

The Proposal Review Team was comprised of individuals with various areas of expertise so each team member's unique perceptions would complement those of other team members. No team member was expected to be an "expert" in all areas to be evaluated, nor was the outcome of the proposal review process unduly influenced by any one person or point of view. For this proposal review, five of the individuals on the team were Commission or CDE staff. The other two reviewers were Professional Development Leaders (PDL) working in BTSA.

Those seven are listed below:

- Phil Fitch, Consultant, CCTC
- Amy Jackson, Consultant, CCTC
- Terry Janicki, Consultant, CCTC
- Jody McCarthy, Consultant, CDE
- Judith Perez, PDL, LAUSD
- Liz Rusk, PDL, Contra Costa COE
- Jean Treiman, Consultant, CDE

The primary responsibility of the Proposal Review Team was to evaluate the extent to which the bidder met the criteria established for performance of the services described in the RFP. The team completed a fair and comprehensive evaluation of the bidder's plan to provide the needed services.

The Proposal Review Process

Proposal Review Stage 1

The first stage of the review focused on the compliance of the bidder with the legal and format requirements specified in the RFP as "Proposal Evaluation Criteria: Part I." These criteria are provided in Appendix A. To be considered responsive to the RFP, the proposal

had to conform to these requirements. Staff reviewed the WestEd proposal and determined that it met the requirements.

Proposal Review Stage 2

The second stage of the proposal review process consisted of independent reviews of the proposal by members of the Proposal Review Team. This portion of the review was based on the "Proposal Evaluation Criteria: Part II" specified in the RFP and reproduced in Appendix B. This stage began on March 31, 2000, with an orientation and training meeting of the Proposal Review Team. Team members came to this meeting having read the RFP and the substantive questions (with staff responses) submitted by prospective bidders. At the orientation and training meeting, the following topics were addressed:

- Overview of the RFP
- Overview of the Proposal Review Process
- Description of Stage 2 of the Proposal Review Process
- Discussion of the Proposal Evaluation Criteria

Team members received a written overview of the proposal review process, a written description of Stage 2 and a copy of the WestEd proposal. In addition, team members were given and trained to use a Proposal Review Documentation Form. For each evaluation criterion in Appendix B, the Proposal Review Documentation Form had space for recording an initial score and any notes, questions, or concerns a team member might have about the bidder's response. Following the March 31 orientation and training meeting, Proposal Review Team members independently read and awarded initial scores to the proposal.

Proposal Review Stage 3

Stage 3 of the proposal review process took place in Sacramento on April 10, 2000. The Proposal Review Team met to share and discuss the results of their independent reading and initial scoring of the WestEd proposal. At the meeting, each team member reported his or her initial score for the proposal. This was followed by a discussion of the strengths and weaknesses of the proposal. Following the team's discussion, each team member was given the opportunity to assign a second and final set of scores to the proposal. A team member's scores in the second set could be the same as or different from the initial scores assigned by that team member during Stage 2. Mean criterion scores were then computed across team members. The mean criterion scores were summed to yield a total score for the proposal.

Results of the Proposal Review Process

Working independently during Stage 2 of the proposal review process, each of the Proposal Review Team members carefully reviewed the WestEd proposal. Among the team members, the initial scores given to the WestEd proposal ranged from 253 to 296 out of a possible total of 300. Following the team discussion in Stage 3, the final scores remained the same as initial scores with a mean final total score of 272 (91%). The Proposal Review Team concluded unanimously to recommend that the Commission award the contract to WestEd.

Appendix A

Proposal Evaluation Criteria: Part I

Proposal Sponsor: _____

Compliance with Proposal Requirements

Commission staff will indicate whether or not each of the following criteria is met by checking "yes" or "no" in the appropriate space. *Proposals lacking one or more of the following requirements will be rejected without further evaluation.*

Yes No Proposal was received at or before 10:00 a.m., March 31, 2000, at the office of the California Commission on Teacher Credentialing.

Yes No Ten complete copies of the proposal were received.

Yes No The cover page of the proposal identifies the bidder and includes a statement, with an appropriate signature, that the proposal is an authorized request for a contract with the CCTC and CDE.

Yes ___ No ___ The bidder either meets the goal for disabled-veteran business enterprise participation, or has documented a good faith effort to do so as described in the RFP.

As described in Part Six of the RFP, the proposal has the following required elements each organized as required and with the required information.

Yes ___ No ___ A Cover Page

Yes ___ No ___ A Table of Contents

Yes ___ No ___ An Introduction

Yes ___ No ___ Section 1: Statement of Work for an Independent Evaluation of the Beginning Teacher Support and Assessment System

Yes ___ No ___ Section 2: Schedules

Yes ___ No ___ Section 3: Bidder Capability

Yes ___ No ___ Section 4: Project Costs and Small Business Preference

Yes ___ No ___ Section 5: Technical Information

Appendix B

Proposal Evaluation Criteria: Part II Criteria for the Evaluation of Proposals

	Maximum Score
(1) <u>Plan for the Independent Evaluation of the BTSA System</u> The proposal includes a feasible work plan to complete the scope of work. Task 1.....20 Task 2.....20 Task 3.....20 Task 4.....20 Task 5.....20	100
(2) <u>Project Schedule.</u> The proposal includes a well-organized, properly sequenced, and feasible project schedule for completion of all five tasks and meets the critical project dates specified in Part Three of this RFP.	20
(3) <u>Bidder Capability.</u> The proposal demonstrates that the bidder has (a) experience and expertise in similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality within the proposed timeline. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they also have the experience, resources, and expertise to provide the products and services for which they would be responsible. The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities. <ul style="list-style-type: none"> • Bidder experience 10 • Bidder resources 15 • Sound, feasible organizational plan 10 • Qualifications and experience of key staff 40 	75
(4) <u>Project Costs.</u> The costs proposed by the bidder are reasonable in relation to the products and services to be provided, and competitive in relation to the costs proposed by other bidders.	95
(5) <u>Presentation.</u> The proposal is clearly written, to the point, and well organized. Ideas are presented logically and all requested information is presented skillfully without redundancy.	10

Maximum Possible Score

300



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California Commission on Teacher Credentialing

Meeting of:

May 3 - 4, 2000

Agenda Item Number:

PERF-2

Committee:

Performance Standards

Title:

Recommended Award of a Contract for Continued Administration of the Single Subject Assessments for Teaching (SSAT) and Proposed 2000-01 Test Fees

✓ Action

Prepared by:

Darya Callihan, Assistant Consultant
Professional Services Division

Summary of an Agenda Report

Recommended Award of a Contract for Continued Administration of the Single Subject Assessments for Teaching (SSAT) and Proposed 2000-01 Test Fees

Professional Services Division
April 19, 2000

Executive Summary

This report is a follow-up to February Commission action approving a staff request to seek sole source contract approval from the Department of General Services for the continued administration of the Single Subject Assessments for Teaching (SSAT). The most important aspects of the proposed contract with National Evaluation Systems, Inc. (NES) are described, and test fees for 2000-01 are proposed.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: Promote educational excellence in California schools.

Objective One: Develop candidate and program standards.

Objective Two: Develop and administer teacher assessments.

Financial Impact Statement

The costs of administering the SSAT Examinations will be paid for through examinee fees pursuant to Education Code Section 44253.8.

Recommendations

- (1) Staff recommends that the Commission authorize the Executive Director to enter into a contract with National Evaluation Systems, Inc. (NES) for the continued administration of the Single Subject Assessments for Teaching (SSAT), as described on the [next page](#).
- (2) Staff recommends that the Commission adopt the 2000-01 SSAT test fees shown [below](#).

Recommended Contract

- Contract Number TCC-9041
- Contractor National Evaluation Systems, Inc.
- Contracting Period Upon approval by the Department of General Services, until August 31, 2004
- Purpose of Contract To administer the Single Subject Assessments for Teaching (SSAT)
- Method of Procurement Sole Source Request approved by the Department of General Services on April 3, 2000
- Total Contract Amount \$1,800,000
- Source of Funding Examinee fees

Background Information

The Commission issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements 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 program of subject matter preparation for teaching in the subject area, or (b) passage of the Commission-approved subject matter examinations. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of ensuring minimum levels of subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

The Commission-approved subject matter examinations for Single Subject Teaching Credentials are currently administered by two testing contractors in two distinct testing programs: Educational Testing Service (ETS) administers the Praxis II subject assessments in *The Praxis Series*, and National Evaluation Systems, Inc. (NES) administers the *Single Subject Assessments for Teaching* (SSAT). Candidates for single subject teaching credentials in twelve subject areas take the required constructed-response examination(s) through *The Praxis Series* and the required multiple-choice examination through the SSAT testing program. The entire subject matter examination requirements for thirteen additional Single Subject Teaching Credential areas are also included in the SSAT testing program.

Recent law (SB 2042) pertaining to the subject matter competence requirement stipulates that "the Commission shall ensure that subject matter standards and examinations are aligned with the state content and performance standards adopted for pupils." In July 1999, the Commission responded to the requirements of this law by approving a staff plan for completing job analyses and validity studies of all credential examinations currently used by

the Commission. The approved plan calls for conducting the job analyses and validity studies of the subject matter examinations for Single Subject Teaching Credentials in several phases, beginning in 1999-00. Based on the results of the validity studies, staff anticipates the need to draft new test specifications to guide the revision and/or redevelopment of the single subject examinations.

In February 2000, the Commission reviewed a plan to (a) continue using the current single subject examinations in *The Praxis Series* and SSAT testing programs while (b) conducting the validity studies, adopting new test specifications, and developing new single subject examinations that would be gradually phased in, replacing the existing examinations. Pursuant to that plan, the Commission authorized the Executive Director to seek approval from the Department of General Services for a sole source contract with National Evaluation Systems, Inc. (NES) for the continued administration of the SSAT through June 2004, during which time the current exams will be phased out and replaced by newly developed exams.

In February and March 2000, staff sought approval from the Department of General Services for the sole source contract with NES, and initiated negotiations with NES over the terms of the contract. On April 3, the Department of General Services approved the sole source contract request. This agenda report summarizes the most important aspects of the proposed contract, and proposes SSAT test fees for 2000-01.

Summary of the Proposed Contract

Administration of the SSAT Examinations

The current twenty-five SSAT exams were developed by the Commission and National Evaluation Systems in 1994 and 1995, and are comprised of three different test types: (1) multiple-choice only tests, (2) combined multiple-choice/constructed-response tests, and (3) combined multiple-choice/constructed-response language tests. The SSAT subject areas and test types are as follows:

Type 1: Multiple-Choice Only Tests

Art, Biology, Chemistry, French, General Science, Literature and English Language, Mathematics, Music, Physical Education, Physics, Spanish, and Social Science

Type 2: Multiple-Choice/Constructed-Response Tests

Agriculture, Business, Geoscience, Health Science, Home Economics, and Industrial and Technology Education

Type 3: Multiple-Choice/Constructed-Response Language Tests

German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese

Under the proposed contract, NES will continue to administer through June 2004 the SSAT exams that will not have been replaced by newly developed subject matter examinations. For each of the four contract years, the Type 1 and Type 2 tests will be administered in October, February, April, and June at 15 test areas throughout California. The lower volume Type 3 tests will be administered in October and June at 15 test areas throughout California. (This represents no change from the current contract.)

The contract for the administration of the SSAT also encompasses:

- assuring the security of the testing process and materials;
- producing all program communications and materials;
- producing annual registration bulletins;
- registering candidates;
- administering the SSAT according to the anticipated schedule;
- providing alternative testing arrangements to candidates with verified disabilities;
- scoring and reporting scores to candidates, institutions of higher education, and the Commission; and
- producing reports.

Contract Costs

Pursuant to the proposed contract, NES would be paid for the administration of the SSAT exams and for other related services as described below.

Fees for Related Services

Examinees who request additional services beyond regular registration for the administration of the examinations are charged an extra fee for those services. The services available and their fees are shown below in [Table 1](#). These services and fees are unchanged from the current SSAT contract with NES. These fees are paid directly to NES by examinees who request the services and do not represent a contract cost for the Commission.

Table 1: SSAT Service Fees Charged by NES

Service	Fee
Test center or test date change	\$15
Additional score reports	\$15 each
File correction	\$20
Test rescore (multiple-choice section only)	\$25
Late registration	\$15
Emergency registration	\$70
Disputed credit card processing	\$20
Preparation Guide	\$6

Registration Processing

For each person who registers to take one or more SSAT exams on a specific date, NES will charge the Commission \$15 for processing the person's registration. This amount is unchanged from the current contract. Unlike the service fees, the costs of registration processing will be a contract cost for the Commission. The test fees adopted by the Commission to be paid by examinees, therefore, need to include the \$15 cost of registration processing.

Test Administration

The major contract cost for the Commission will be the per-test cost of test administration charged by NES. These costs are dependent on the type of examination administered and on examinee volume. Type 1 tests are the least expensive to administer, because there are no constructed-response items to administer or score. Type 2 tests are more expensive to administer because of the essays to be administered and scored, and Type 3 tests are the most expensive to administer because there are multiple written and oral responses to administer and score. In addition, because a significant proportion of the administration costs are fixed costs independent of the number of examinees, the fewer the examinees for any test type, the higher the administration costs, and *vice versa*.

Commission staff has negotiated with NES the per-test administration costs shown in [Table 2](#). For the reasons described above, the proposed cost structure varies according to test type. The examinee volume for the Type 1 tests is the most significant factor in the proposed contract costs for all tests, because they have larger volumes of examinees and they are less expensive to administer and score than Type 2 and Type 3 tests. In this respect, costs for the Type 1 tests provide a partial subsidy for the two other low-volume/higher cost test types, despite the fact that administration costs are higher for the latter test types. The administration cost of the Type 2 and Type 3 tests would be much higher if those costs were not partially subsidized from revenues derived from the Type 1 tests.

Over the life of the contract, the administration costs for the Type 2 and Type 3 tests will increase due to the reduction in Type 1 test volumes. This will occur as new tests are developed (pursuant to a separate, competitively bid contract) that replace the current SSAT exams. This does not necessarily mean that examinees will have to pay substantially higher costs for the Type 2 and Type 3 tests in the future, because the subsidies described above can be operative when the new exams are in place.

The per-test costs shown in [Table 2](#) for all three test types in 2000-01 would allow the Commission to keep the same test fees charged to SSAT candidates since 1996-97, provided that examinee volume remains fairly stable. (Proposed 2000-01 test fees are

described below.) The important effect the number of candidates for the Type 1 tests has on the per-test costs for all three types of SSAT exams is seen in Table 2 in the increased costs for all test types in 2002 through 2004. However, the per-test costs for each volume range increase only once during the four-year contract, in 2001-02. The per-test cost increases in the second year of the contract range from \$2 to \$7 dollars, and the average increase is only 4.6 percent.

Pursuant to the proposed contract, after each administration in a testing year, the Commission will pay NES a per-test cost that is based on the estimated annual number of tests administered. Following the last administration in a year, when the actual number of tests administered for the year is known, the Commission and NES will reconcile the amount paid to NES. If the number of tests administered in the year falls in a volume range *lower* than expected, the cost per test will be higher than what the Commission had been paying, and the Commission will pay NES the difference. If the number of tests administered in the year falls in a volume range *higher* than expected, the cost per test will be lower than what the Commission had been paying, and NES will reimburse the Commission the difference. For the subsequent year, the per-test payment to NES for each administration will be set based on the estimated annual number of tests in the year ahead. So that the test fees charged candidates are sufficient to pay NES for its costs of administration, the Commission will have the opportunity on a yearly basis to change the fees, if necessary.

Total Estimated Contract Cost

Given the contract costs described above and staff projections of the volumes of each test type administered over the four-year life of the contract, staff estimates that the total contract amount will be \$1,800,000.

Fiscal Arrangements

According to the proposed contract, NES will collect from examinees (a) the test fees set by the Commission, and (b) service fees for any services requested. NES will keep the service fees charged to examinees as complete compensation for these services. NES will deposit all test fees received into an interest-bearing account no later than the business day following the day of receipt. Following each administration, NES will submit to the Commission (a) a detailed accounting of the administration, (b) a check in the full amount of the test fees and any interest that has been accrued, and (c) an itemized invoice for the administration.

Proposed 2000-01 Test Fees

Contract costs, described above, and estimated examinee volume can be used to set examinee test fees for 2000-01 such that the Commission generates sufficient revenue to cover the contract costs and the Commission's other costs of operating the SSAT program. Staff estimate that the following number of tests, by type, will be administered in 2000-01:

Type 1:	8,000
Type 2:	1,000
Type 3:	120

On the basis of these estimates, recommended test fees for 2000-01 are shown below. They include (a) a fee for each test, depending on test type, and (b) a registration processing fee, paid by each registrant each time s/he registers, regardless of the number of tests for which s/he registers. These are the same test fees that have been in effect since 1996-97.

Test Fee for a Type 1 Test:	\$55
Test Fee for a Type 2 Test:	\$75
Test Fee for a Type 3 Test:	\$100
Registration Processing Fee:	\$45

The test fees by type are the exact amounts the Commission would owe NES for each test administered (given the estimated volume; from Table 2). The registration processing fee is a sum of two amounts:

\$15 registration processing cost charged to the Commission by NES; and

\$30 Test Development and Administration fee charged to examinees by the Commission pursuant to Education Code §44235.5 to recover its costs of the development and administration of the subject matter examinations.

The fees adopted by the Commission for 2000-01 would be in effect for the 2000-01 testing year. About this time next year (and each subsequent contract year), staff will recommend test fees for the following year, based on the contract costs and on the estimated exam volume by test type.

Table 2: SSAT Per-Test Contract Costs for 2000-01 through 2003-04

SSAT Test Type*	Examinee Volume	Per-Test Contract Costs			
		2000-01	2001-02	2002-03	2003-04
(1) If Type 1 test volume =	7,500-10,000	\$55	\$57	\$57	\$57
Then if Type 2 tests =	900-1,500	\$75	\$77	\$77	\$77
If Type 2 tests =	600-899	\$84	\$88	\$88	\$88
Then if Type 3 tests =	120-250	\$100	\$104	\$104	\$104
If Type 3 tests =	100-119	\$111	\$115	\$115	\$115
(2) If Type 1 test volume =	6,000-7,499	\$62	\$64	\$64	\$64
Then if Type 2 tests =	900-1,500	\$84	\$88	\$88	\$88
If Type 2 tests =	600-899	\$91	\$95	\$95	\$95
Then if Type 3 tests =	120-250	\$111	\$118	\$118	\$118
If Type 3 tests =	100-119	\$118	\$125	\$125	\$125
(3) If Type 1 test volume =	4,000-5,999	\$75	\$77	\$77	\$77
Then if Type 2 tests =	900-1,500	\$91	\$96	\$96	\$96
If Type 2 tests =	600-899	\$97	\$103	\$103	\$103
Then if Type 3 tests =	120-250	\$118	\$125	\$125	\$125
If Type 3 tests =	100-119	\$125	\$132	\$132	\$132
(4) If Type 1 test volume =	2,000-3,999		\$105	\$105	\$105
Then if Type 2 tests =	900-1,500		\$124	\$124	\$124
If Type 2 tests =	600-899		\$131	\$131	\$131
Then if Type 3 tests =	120-250		\$153	\$153	\$153
If Type 3 tests =	100-119		\$160	\$160	\$160
(5) If No Type 1 tests:					
Then if Type 2 tests =	900-1,500				\$285
If Type 2 tests =	600-899				\$385
Then if Type 3 tests =	120-250				\$335
If Type 3 tests =	100-119				\$435

(6) If no Type 1 or Type 3 tests					
Then if Type 2 tests =	900-1,500				\$285
If Type 2 tests =	600-899				\$385

* Type 1 = multiple-choice only tests; Type 2 = multiple-choice/constructed-response tests;
 Type 3 = multiple-choice/constructed response language tests



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Approval of Subject Matter Preparation Programs Submitted 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 14, 2000

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 program, the institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. The program has been reviewed thoroughly by the Commission's Subject Matter Program Review Panel, and has met all applicable standards and preconditions established by the Commission and is recommended for approval by that panel.

Recommendation

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

Mathematics

- University of California, Santa Barbara

Music

- California State University, Long Beach
- Pacific Union College

Physical Education

- Azusa Pacific University

Social Science

- University of the Pacific



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: PREP-2

Committee: Preparation Standards

Title: Recommendations Related to the Reciprocity Study Under AB 1620

✓ Action

Philip A. Fitch, Ph.D., Consultant
Professional Services Division

Prepared by: Darya Callihan, Assistant Consultant
Professional Services Division

Sara Swan, Staff Service Analyst
Professional Services Division

Recommendations Related to the Reciprocity Study Under AB 1620

Professional Services Division
April 19, 2000

Executive Summary

California enacted AB 1620 (Scott) in 1998 in response to the need for reducing barriers to entering the California teaching profession for qualified teachers prepared in other states. AB 1620 authorizes the Commission to conduct periodic reviews of teacher preparation standards in other states and to initiate reciprocity agreements in teacher credentialing with those states that are determined to have comparable teacher preparation to that of California.

The periodic review of teacher preparation in other states is a multi-step process that includes a review of each state's accreditation procedures, elementary and secondary pedagogical standards, special education teacher preparation standards, and subject matter knowledge requirements in thirteen teaching credential areas. This agenda report provides Commissioners with a ninth report regarding the AB 1620 Reciprocity Study. Included are the initial recommendations of state comparability in subject matter requirements for beginning teachers of French and Spanish, and further recommendations of state comparability in art, English, mathematics, multiple subjects, music, physical education, the sciences, and social science.

Fiscal Impact Summary

AB 1620 appropriated \$90,000 from the Teachers 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 and to initiate reciprocity agreements, but will not be sufficient to cover the ongoing activities necessary to maintain reciprocity agreements with other states. Future budget enhancements have been requested to sustain the process.

Recommendations

Staff recommends that the Commission approve the initial four subject matter recommendations in the Phase III subjects of French and Spanish, and thirty-eight additional recommendations of comparability in the other eleven credential subject areas that comprised the three phases of the subject matter comparability study.

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.

California enacted AB 1620 (Scott) in 1998 in response to the need for reducing barriers to entering the California teaching profession for qualified teachers prepared in other states. AB 1620 was sponsored by the Commission as urgency legislation and was designed to facilitate access to California teaching for both experienced and recently prepared out-of-state teachers.

With respect to experienced teachers, AB 1620 (Education Code Sections 44274.2 and 44274.4) authorizes the Commission to issue preliminary credentials to out-of-state teachers with a minimum of three or five years of experience who meet specified criteria. To obtain the professional clear credential, teachers with a minimum of five years of full-time teaching experience must complete 150 clock hours of professional development. Those with a minimum of three years of full-time teaching experience are required to complete an induction program such as BTSA to obtain the professional clear credential. Experienced out-of-state teachers are already receiving credentials under these provisions.

The provisions in AB 1620 pertaining to interstate reciprocity address recently prepared out-of-state teachers. Education Code Section 44274 authorizes the Commission to conduct periodic reviews of teacher preparation standards in other states and to initiate reciprocity agreements in teacher credentialing with those states that are determined to have comparable teacher preparation to that of California. AB 1620 authorizes the Commission to grant an appropriate credential to any applicant from another state who has completed teacher preparation that is comparable to teacher preparation standards in California, whether a reciprocity agreement with the other state is pending completion or the other state has declined to enter into a reciprocity agreement with California.

The initial comparability study consists of a review of accreditation or program approval procedures in other states, program standards for the preparation of elementary, secondary, and special education teachers, and subject matter requirements.

During September and October 1998, members of the Commission on Teacher Credentialing reciprocity management team met to determine ways to obtain standards and procedural documents from other states and to determine the extent to which out-of-state standards and procedures were comparable. In November of that year, letters of request for information were sent by the Executive Director to the other forty-nine states and the District of Columbia. To date material has been received from forty-eight states and from several out-of-state colleges and universities.

Reciprocity Task Force

A Reciprocity Task Force was formed in November 1998 to identify procedures for determining comparability of other state standards, guidelines and procedures for preparing elementary, secondary and special education teachers. 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. This study marks the first time that any state or other professional education organization has compared all state standards and procedures. The individuals involved needed to have a professional reputation for being able to make holistic and qualitative judgments regarding the comparability of standards.

The Reciprocity Task Force 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. The Task Force was 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

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

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

Elementary and Secondary Standards Team

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

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

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

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

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

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

Special Education Standards Team

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

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

Dr. Noma LeMoine, Director, Specialized Programs, Los Angeles

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

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

Following are the operational procedures that are followed by the members of the Reciprocity Task Force:

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

The Task Force held ten two-day meetings between January 1999 and January 2000 to review other states' standards and procedures as they were obtained by staff. To date the Reciprocity Task Force has reviewed accreditation and program standards from forty-eight states. In addition, the Task Force reviewed out-of-state requirements in Computer Education, Health Education and Special Education for the professional clear Multiple and Single Subject Teaching Credentials.

As of January 2000, the Reciprocity Task Force determined thirty-nine states to be comparable in accreditation procedures, twenty-seven states to be comparable in elementary and secondary standards, and thirty-five states to be comparable in special education standards. Table 1 below shows the Task Force's findings for each state.

Table 1: AB 1620 Task Force Decisions by State as of January 2000

State	Accreditation/Common Standards Team	Elementary/Secondary Standards Team	Special Education Standards Team
Alabama	Comparable	Comparable	Comparable in Select Areas
Alaska	Not Comparable	Not Comparable	Not Comparable
Arizona	Comparable	Comparable	Not Comparable
Arkansas	Comparable	Not Comparable	Comparable in Select Areas
Colorado	Comparable	Comparable	Comparable in Select Areas
Connecticut	Comparable	Not Comparable	Not Comparable
Delaware	Comparable	Comparable	Comparable in Select Areas
District of Columbia*	Not Comparable	Not Comparable	Not Comparable
Florida	Comparable	Comparable	Comparable in Select

			Areas
Georgia	Comparable	Comparable	Comparable in Select Areas
Hawaii	Comparable	Not Comparable	Comparable in Select Areas
Idaho	Comparable	Not Comparable	Not Comparable
Illinois	Comparable	Comparable	Not Comparable
Indiana	Comparable	Comparable	Comparable in Select Areas
Iowa	Comparable	Comparable	Comparable in Select Areas
Kansas	Comparable	Comparable	Comparable in Select Areas
Kentucky	Comparable	Not Comparable	Comparable in Select Areas
Louisiana	Comparable	Not Comparable	Comparable in Select Areas
Maine	Comparable	Comparable	Comparable in Select Areas
Maryland	Comparable	Comparable	Comparable in Select Areas
Massachusetts	Comparable	Not Comparable	Comparable in Select Areas
Michigan	Comparable	Comparable	Comparable in Select Areas
Minnesota	Not Comparable	Not Comparable	Not Comparable
Mississippi	Not Comparable	Not Comparable	Not Comparable
Missouri	Comparable	Comparable	Comparable in Select Areas
Montana	Comparable	Not Comparable	Comparable in Select Areas
Nebraska	Comparable	Comparable	Comparable in Select Areas
Nevada*	Not Comparable	Not Comparable	Not Comparable
New Hampshire	Comparable	Not Comparable	Comparable in Select Areas
New Jersey	Not Comparable	Not Comparable	Not Comparable
New Mexico	Comparable	Not Comparable	Comparable in Select Areas
New York	Not Comparable	Not Comparable	Not Comparable
North Carolina	Comparable	Comparable	Comparable in Select Areas
North Dakota	Comparable	Comparable	Comparable in Select Areas
Ohio	Not Comparable	Not Comparable	Not Comparable
Oklahoma	Comparable	Not Comparable	Comparable in Select Areas

Oregon	Comparable	Not Comparable	Comparable in Select Areas
Pennsylvania	Comparable	Comparable	Comparable in Select Areas
Rhode Island	Comparable	Comparable	Comparable in Select Areas
South Carolina	Comparable	Comparable	Comparable in Select Areas
South Dakota	Comparable	Comparable	Comparable in Select Areas
Tennessee	Comparable	Comparable	Comparable in Select Areas
Texas	Not Comparable	Not Comparable	Not Comparable
Utah	Comparable	Comparable	Comparable in Select Areas
Vermont	Not Comparable	Not Comparable	Not Comparable
Virginia	Comparable	Comparable	Comparable in Select Areas
Washington	Comparable	Comparable	Comparable in Select Areas
West Virginia	Not Comparable	Not Comparable	Not Comparable
Wisconsin	Comparable	Comparable	Comparable in Select Areas
Wyoming	Comparable	Comparable	Comparable in Select Areas

*Information was not provided or available.

Subject Matter Comparability

Concurrent with the work of the Reciprocity Task Force is the review of the subject matter (or content knowledge) requirements in other states. The review of subject matter requirements commenced in March 1999 with the approval of a contract with Linda Wurzbach of Resources for Learning, and was completed in April 2000. Ms. Wurzbach conducted the subject matter comparability studies in three phases: Phase I includes the English, mathematics, multiple subjects (elementary education), and social science credential areas; Phase II covers the subjects required for the four science credential areas: biological science, chemistry, geoscience, and physics; and Phase III comprises the art, French, music, physical education, and Spanish credential subject areas. In November 1999 and January, February, and March 2000, Commission staff presented recommendations based on the completed subject matter analyses in the Phase I and II subject areas, and three of the subject areas included in Phase III. In this report, recommendations of comparability in French and Spanish are presented, as well as additional recommendations of comparability in the Phase I, II, and III subject areas resulting from further staff review of state documentation.

Status of Interstate Reciprocity

The initial review of teacher preparation standards in other states is currently being completed. As previously stated, the comparability study includes a review of accreditation procedures, elementary, secondary, and special education teacher preparation standards, and subject matter requirements in thirteen credential subject areas.

As a whole, the Commission has deemed eighteen states to be comparable in elementary and/or secondary teacher credential areas. In addition, the Commission has deemed thirty-five states to be comparable in one or more special education credential areas. Thirty-seven states in total have been determined to be comparable in elementary, secondary, or special

education teacher preparation. The Executive Director has begun to contact each of these states to inform them of credentials determined to be comparable, and to invite them to consider entering into a reciprocal agreement with California. Teacher candidates or teachers recently prepared in these states are now eligible to apply for the appropriate California credential. Staff will follow up with those states that were not determined to be comparable to obtain additional information. (Tables 5 and 6 provide an overview of the states deemed comparable by the Commission, and include the recommendations of subject matter comparability contained in this report.)

AB 1620 calls for ongoing reviews of the comparability of other state teacher preparation standards, subject to additional funding. The Reciprocity Task Force found that a number of states were in the process of adopting new standards for the preparation of elementary, secondary, and special education teachers. It became apparent that the process of changing various state standards and accreditation procedures is a dynamic process that requires considerable oversight and monitoring by staff. Staff will continue to provide updates to the Commission as additional information is received from states, or as other state standards are revised.

The Commission is also in the process of adopting new standards for the preparation of elementary and secondary teachers. Once this activity is completed, the Reciprocity Task Force will need to complete a second round of comparability studies to identify any possible changes regarding early decisions of comparability. In addition, California and many other states are changing their subject matter requirements and standards, which calls for ongoing reviews and staff analysis of new requirements.

Recommendations

Following are two recommended actions for this agenda report.

1. That the Commission approve the initial recommendations of subject-matter comparability in the following Phase III subject areas:

French: Florida and North Carolina

Spanish: Florida and North Carolina

2. That the Commission approve the additional recommendations of subject-matter comparability in the following Phase I, II, and III subject areas:

Art: Indiana

English: Maine, Nebraska, North Dakota, South Dakota, Wisconsin, and Wyoming

Mathematics: Arizona, Kansas, Maine, Nebraska, South Dakota, and Wisconsin

Multiple Subjects: North Dakota and South Dakota

Music: South Dakota

Physical Education: Delaware, Rhode Island, South Dakota, Utah, Virginia, and Wisconsin

Science: Biological Science Delaware and Rhode Island

Science: Chemistry Delaware and Rhode Island

Science: Geoscience Delaware and Rhode Island

Science: Physics Delaware and Rhode Island

Social Science: Alabama, Arizona, Kansas, Maine, South Dakota, Utah, Washington, and Wisconsin

Subject Matter Comparability Recommendations

Ms. Linda Wurzbach of Resources for Learning is conducting the comparability studies of the subject matter preparation requirements in other states. To date, the Commission has approved 122 total recommendations of subject matter comparability in the Phase I (English, mathematics, multiple subjects, and social science) and Phase II (science: biological science, science: chemistry, science: geoscience, and science: physics) and a portion of the Phase III (art, music, and physical education) subject areas. The forty-two new recommendations of state comparability for the preparation of teachers in all thirteen credential areas included in the comparability studies are presented by the phases of the study in Tables 2 through 4 below. The additional recommendations in Phases I, II, and III resulted in adding 8 states in elementary and/or secondary credential areas, including Maine, Nebraska, North Dakota, South Dakota, Utah, Washington, Wisconsin, and Wyoming. A comprehensive list of the current recommendations and previously approved recommendations of subject matter comparability is provided in [Table 5](#).

Table 2: New Recommendations of Subject Matter Comparability in the Phase I Credential Subject Areas: English, Mathematics, Multiple Subjects, and Social Science

State	Single Subject English	Single Subject Mathematics	Multiple Subjects	Single Subject Social Science
Alabama				X
Arizona		X		X
Kansas		X		X
Maine	X	X		X
Nebraska	X	X		
North Dakota	X		X	
South Dakota	X	X	X	X
Utah				X
Washington				X
Wisconsin	X	X		X
Wyoming	X			

Table 3: New Recommendations of Subject Matter Comparability in the Phase II Science Credential Subject Areas: Biological Science, Chemistry, Geoscience, and Physics

State	Single Subject Science: Biological Science	Single Subject Science: Chemistry	Single Subject Science: Geoscience	Single Subject Science: Physics
Delaware	X	X	X	X
Rhode Island	X	X	X	X

Table 4: New Recommendations of Subject Matter Comparability in the Phase III Credential Subject Areas: Art, French & Spanish, Music, and Physical Education

State	Single Subject Art	Single Subject French/ Spanish	Single Subject Music	Single Subject Physical Education
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Delaware				X
Florida		X/X		
Indiana	X			
North Carolina		X/X		
Rhode Island				X
South Dakota			X	X
Utah				X
Virginia				X
Wisconsin				X

Overview of Comparable States

Tables 5 and 6 on the following pages provide an overview of the states determined to be comparable by the Commission in elementary, secondary, and special education teacher preparation. The tables also reflect the staff recommendations of subject matter comparability contained in this report. Staff will continue to provide updates to the Commission as additional information is received from states, or as other state standards are revised.

**Table Findings of Comparability for Out-of-State Elementary and Secondary Teacher
5: Preparation Programs¹**

State	Multiple Subjects	Single Subject Art	Single Subject English	Single Subject French/Spanish	Single Subject Math	Single Subject Music	Single Subject P.E.	Single Subject Science: Biological Science	Single Subject Science: Chemistry	Single Subject Science: Geoscience	Single Subject Science: Physics	Single Subject Social Science
Alabama (C,S) ²			X									X
Arizona (S)			X		X							X
Colorado (C,S)	X		X		X	X	X			X	X	X
Delaware (C,S)	X		X		X		X	X	X	X	X	X
Florida (H,C,S)		X	X	X/X	X		X					X
Georgia (C,S)	X	X	X		X		X	X	X	X	X	X
Illinois (C,S)	X		X		X		X	X	X	X	X	X
Indiana	X	X	X		X		X	X	X	X	X	X
Kansas (C,S)			X		X							X
Maine (C,S)			X		X							X
Maryland (C,S)	X	X	X		X	X	X	X	X	X	X	X
Michigan (C)		X	X		X		X					
Missouri (C,S)			X		X	X	X	X	X	X	X	X
Nebraska (H,S)			X		X							

N. Carolina (C, S)		X	X	X/X	X	X	X	X	X	X	X	X
N. Dakota (C, S)	X		X									
Penn. (H, C, S)		X	X		X	X	X	X		X	X	X
Rhode Is. (H, C, S)	X		X		X		X	X	X	X	X	X
S. Carolina (H, C, S)	X		X		X		X	X	X		X	X
S. Dakota (H, C, S)	X		X		X	X	X					X
Tennessee (H, C)	X	X	X		X		X	X	X	X	X	X
Utah (H, C, S)							X					X
Virginia (C, S)	X		X		X	X	X	X	X	X	X	X
Washington (H, C, S)												X
Wisconsin (H, C, S)			X		X		X					X
Wyoming (H, C, S)			X									

¹This table does not reflect names or titles of out-of-state teacher preparation programs that were determined to be comparable.

²The symbols H, C, and S designate the professional clear requirements in Health Education, Computer Education, and Special Education that were determined by the Commission to be comparable in other states.

Table 6: Findings of Comparability for Out-of-State Special Education Teacher Preparation Programs¹

State	M/M ²	M/S	DHH	PHI	VI	ECSE	CRS: AUD	CRS: LSH	CRS: SCA	CRS: O&M
Alabama	X	X	X	X	X	X		X		
Arkansas			X		X	X		X		
Colorado	X	X	X	X	X	X	X	X	X	X
Delaware	X				X		X	X		
Florida	X		X	X	X			X		
Georgia	X		X	X	X					
Hawaii	X	X								
Indiana	X		X		X			X		
Iowa	X	X	X	X	X	X				
Kansas							X	X		
Kentucky	X	X	X		X					
Louisiana	X	X	X		X	X				
Maine						X		X		

Maryland	X	X	X		X	X				
Massachusetts	X	X	X		X					
Michigan	X	X	X	X	X	X		X	X	
Missouri	X	X	X	X	X			X		
Montana	X									
Nebraska	X	X	X		X	X		X		
New Hampshire	X		X							
New Mexico	X									
North Carolina	X	X	X		X	X	X	X		
North Dakota	X	X	X	X	X	X		X		
Oklahoma	X	X	X		X			X		
Oregon	X	X	X		X			X		
Pennsylvania	X	X	X		X			X		
Rhode Island	X	X	X		X	X	X	X		
South Carolina	X	X	X		X			X		
South Dakota	X		X			X		X		
Tennessee	X	X	X	X	X	X		X		
Utah	X	X	X		X	X				
Virginia	X	X	X		X	X		X		
Washington							X	X		
Wisconsin	X	X	X			X		X		
Wyoming	X		X		X	X	X	X		

¹This table does not reflect names or titles of out-of-state teacher preparation programs that were determined to be comparable.

² Please see key below for California credential names.

M/M = Mild/Moderate Disabilities

M/S = Moderate/Severe Disabilities

DHH = Deaf and Hard-of-Hearing

PHI = Physical and Health Impairments

VI = Visual Impairments

ECSE = Early Childhood Special Education

CRS: AUD = Clinical Rehabilitative Services Credential: Audiology

CRS: LSH = Clinical Rehabilitative Services Credential: Language, Speech and Hearing

CRS: SCA = Clinical Rehabilitative Services Credential: Special Class Authorization

CRS: O&M = Clinical Rehabilitative Services Credential: Orientation and Mobility

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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: PREP-3

Committee: Preparation Standards

Title: Recommended Award of Grants to Develop Blended Programs of Undergraduate Teacher Preparation

✓ Action

Prepared by: Dr. Phyllis Jacobson, Consultant
Professional Services Division

Recommended Award of Grants to Develop Blended Programs of Undergraduate Teacher Preparation

Professional Services Division

April 17, 2000

Executive Summary

California's Title II Teacher Quality Enhancement State Grant, which the Commission administers on behalf of the Governor's Office, includes a budget item of \$550,000 in 1999-2000 for the purpose of funding additional Blended Programs of Undergraduate Teacher Preparation in public and/or private colleges and universities. The Commission's 1998-99 budget previously included \$350,000 to provide grants to public colleges and universities seeking to develop blended programs of undergraduate teacher preparation. The Commission recently adopted Interim Standards to guide the development of such programs. This agenda report provides background information about Blended Programs of Undergraduate Teacher Preparation; the funding history of Blended Program grants; the procedures used to solicit proposals for new planning grants for Blended Programs; the proposal review process, and a recommendation for nine new planning grant awards for the development of Blended Programs to be funded under the Title II Teacher Quality Enhancement State Grant.

Policy Issues to be Resolved by the Commission

Should the Commission authorize the Executive Director to award nine new planning grants for Blended Programs of Undergraduate Teacher Preparation?

Relationship to the Commission's Strategic Goals and Objectives

Goal 1: Promote educational excellence in California schools.

Goal 6: Work with schools of education, the Department of Education, and school districts to assure quality teachers.

Fiscal Impact Statement

The costs funding the new planning grant awards for Blended Programs would be paid entirely from the Title II Teacher Quality Enhancement State Grant funds.

Recommendation

That the Commission authorize the Executive Director to award planning grants for Blended Programs of Undergraduate Teacher Preparation to the nine institutions identified in the attached report.

I. Background

During the early Spring of 1998, Commission staff solicited the participation of a select group of teachers, teacher educators and subject matter experts to develop a set of Interim Standards that would guide colleges and universities in the development of blended programs of subject matter and professional preparation. The Task Force, which included representatives from the University of California, the California State University, private and independent colleges, and public schools, responded to several written drafts and met at the end of June to develop the nine standards that were ultimately adopted by the Commission in August 1998. These *Interim Standards* are provided for reference below:

Interim Standards for Blended Programs of Undergraduate Teacher Preparation

Interim Standard 1: Concurrent Curriculum. In a *concurrent curriculum*, pedagogical studies at the four-year campus begin *while* an undergraduate candidate's subject matter studies are taking place. The candidate earns academic credit toward the baccalaureate degree by completing selected pedagogical courses during the undergraduate years. Beginning as early as the candidate's first year in the program, s/he completes selected education courses concurrently with related subject matter courses, or courses that blend subject matter and pedagogy.

Interim Standard 2: Connected Curriculum. In the delivery of a connected curriculum, institutional faculty draw intellectual connections between (a) the major themes (concepts, principles, and ways of knowing) of discipline-based and inter-disciplinary studies and (b) key ideas about education, teaching, and learning. Faculty guide undergraduate candidates to think pedagogically about major themes in selected subject matter courses. In the program, candidates observe and reflect on how content is taught in selected K-12 schools. Overall, the connected curriculum is designed and implemented as a means of expanding and extending candidates' content and pedagogical knowledge and understanding.

Interim Standard 3: Rigorous Curriculum. In the course of *connecting* subject matter and pedagogical studies, and in making them concurrent, the blended curriculum for undergraduate candidates maintains the quality, depth, scope and rigor of these two domains of teacher education.

Interim Standard 4: Collaboration in Curriculum Development. Faculty members from education and subject matter areas collaborate, as appropriate, to develop the content and instructional methods of the courses. The institution provides adequate time and resources to facilitate effective collaboration for developing program curriculum and courses.

Interim Standard 5: Developmental Quality. The blended program's coursework and field experiences are organized to reflect the developmental nature of learning-to-teach. The *California Standards for the Teaching Profession* are utilized throughout the program as a means to promote early deciders' dialogue and self-assessment regarding their preparation as prospective teachers.

Interim Standard 6: Early Advisement. The institution and its multiple academic units provide opportunities for undergraduate students to learn about routes to teaching and to identify themselves as possible candidates. The institution and its academic units provide

accurate, comprehensive information that enables early deciders to pass required credential examinations and pursue required and elective coursework leading to degrees and credentials without unnecessary delays or duplications. The four-year institution works jointly with selected community colleges in providing this information to pre-transfer students, and in identifying lower division courses that automatically earn transfer credits.

Interim Standard 7: Guided Early Career Exploration. The institution offers early career exploration activities that enable undergraduate students to make valid career decisions on the basis of current, first-hand information about the qualities and characteristics of teaching careers in California's K-12 schools. With appropriate support by the institution, undergraduate candidates pursue carefully planned and guided early field experiences in selected school settings where they meet teachers, observe their work, become acquainted with school-based resources that teachers use, and discuss and reflect on their observations and experiences. Field-based activities that satisfy existing standards for subject matter programs and professional preparation programs may fully satisfy this standard.

Interim Standard 8: Intra-Institutional Collaboration. Overall design and implementation of the program include communication, consultation and shared decision-making among the academic units that contribute to undergraduate teacher education. Specific responsibilities in the program, including program coordination and candidate advisement, are clearly assigned to specific academic units or officers at the institution. The institution provides adequate time and resources to facilitate effective program coordination, candidate advisement, faculty development, collaborative practices, and shared decision-making.

Interim Standard 9: Inter-Institutional Collaboration. Credential programs for undergraduate candidates include the active involvement of classroom teachers and school administrators who are responsible for the education of K-12 students. The involvement of K-12 educators encompasses multiple aspects of undergraduate teacher preparation including curriculum development and implementation, candidate recruitment and selection policies and the placement and supervision of student teachers and early field participants.

The Commission's 1998-99 budget included \$350,000 to provide grants to public colleges and universities seeking to develop blended programs of undergraduate teacher preparation. The list below indicates the institutions that received grant funding from the Commission during 1998-99:

- California State University, Dominguez Hills
- California State University, Long Beach
- California State University, Bakersfield
- Sonoma State University
- University of California, Davis
- California State University, Sacramento
- California State University, Stanislaus

II. Planning Grants under the Title II Teacher Quality Enhancement State Grant

Introduction: As part of the Title II Teacher Quality Enhancement State Grant, funds were allocated for a grant process to expand this initial effort to develop Blended Programs of Undergraduate Teacher Preparation. The guidelines for the Title II planning grant application process remained essentially the same as before, except that the application process was extended to both public and private institutions of higher education. Below are the guidelines relating to the issuance of grants to postsecondary institutions to develop programs that blend subject matter and professional preparation programs for prospective teachers:

1. Funds granted to institutions through this program must be used to support the development of blended programs of undergraduate teacher preparation. Only institutions with approved subject matter and accredited teacher education programs may participate in this program.
2. Grants should be used to support faculty release time to develop programs that meet all nine of the Commission's Interim Standards for Blended Programs. Participating institutions will have up to twelve months from the award of the grant to submit a proposed program to the Committee on Accreditation for initial accreditation.

3. Institutions should use funds granted under this program to blend professional preparation programs with either existing liberal studies programs for multiple subject credential candidates, or existing single subject programs for single subject credential candidates.
4. Campuses may apply for up to \$50,000 under this program to cover the costs of release time for faculty from Colleges/Schools of Arts and Sciences and Colleges/Schools of Education to collaborate in the development of a program that meets the Commission's Interim Standards for Blended Programs.
5. Institutions that previously received funding from the Commission to develop a Blended Program are not eligible to apply for funding under the Title II grant process, even for a different credential area.

The RFP Process: An RFP was issued on February 5, 2000 for public and private institutions with teacher preparation programs interested in planning a Blended Program of Undergraduate Teacher Preparation. A total of 12 Intents to Bid were received, and 10 proposals were submitted by the due date of April 3, 2000.

A review panel comprised of experts in the field from colleges and universities as well as several Commission staff met initially to review these proposals on April 6, 2000. Readers participated in a training process that included a review of the RFP, a review of the proposal evaluation criteria, and several calibration exercises applying the criteria in common to proposal samples. Readers were paired off and assigned three proposals each to read and score over the course of the next week. (Note: one of the submitted proposals was deemed ineligible for the competition because the institution submitting the proposal did not have an approved subject matter program, or subject matter program application, on file with the Commission at the time of submission of the Blended Program application.) On April 14, 2000, the readers reassembled to discuss each proposal's ratings and to make funding recommendations.

Below are the scoring criteria the readers applied to each grant application:

Proposal Evaluation Criteria	Maximum Score: Each Criterion
(1) Credential Type(s) and Number of Participants. The proposal provides a strong rationale for offering particular credential type(s) in the program. The plan targets school subject(s) and credential specialty(ies) in which teacher shortages occur in local area schools (K-12). The proposal provides a credible basis for anticipating comparatively large numbers of enrolled students during the first three years of the program's availability.	3 Points
(2) Support and Articulation. The proposal offers a credible prospect that candidates will be supported and retained as they move through the program. Articulation agreements with local community colleges are a credible part of the plan to provide a potentially seamless preparation program for transfer candidates.	7 Points
(3) School Placements. Candidates are likely to be placed with teachers who will provide relatively strong models for candidates, in schools with comparatively high need for qualified teachers, including (but not limited to) schools with teacher shortages.	5 Points
(4) Subjects of Anticipated Blending. Within each credential type to be offered to candidates in the program, the proposal offers a credible prospect that subject matter and professional preparation will be blended in multiple significant subject areas that have been selected by the institution.	8 Points

(5) Institutional Readiness for a Blended Program. The proposal provides strong evidence that the requested grant would yield relatively significant "gains" in terms of the institution's capacity to plan, develop and offer a program that will meet all of the <i>Interim Standards for Blended Programs</i> .	
(6) Program Planning Leadership and Participation. Leadership roles as well as planning and development duties would be assigned to individuals who are well-qualified for the roles/duties.	9 Points
(7) Program Planning Organizational Chart. The plan for program development is clear and well-organized with sound responsibilities and clear lines of accountability.	10 Points
(8) Intramural Collaboration. The plan for intramural collaboration is sound, and includes appropriate roles and responsibilities for each intramural participant.	10 Points
(9) Extramural Collaboration. The plan for extramural collaboration with K-12 practitioners and community college representatives is sound, and will draw on the expertise of personnel in the schools/colleges most affected by the program.	10 Points
(10) Institutional Commitment. The proposal includes credible evidence of comparatively broad and high levels of administrative, fiscal and faculty support and commitment by the participating intramural units and extramural partners.	10 Points
(11) Program Planning Timeframe. The proposal includes a credible timeframe that promises to yield a strong program plan that will be submitted on or before March 1, 2001 for accreditation on the basis of the nine <i>Interim Standards</i> .	8 Points
(12) Program Planning Budget. The proposal includes a complete budget. The sponsors would add to the effectiveness of the Commission's grant with appropriate contributions from local (institutional) resources and other (federal, private, etc.) sources.	10 Points
Total Possible Score for a Grant Award Proposal	100 Points

As a result of the reader's ratings of the nine eligible proposals submitted, the following funding recommendations were made:

A. The following programs were recommended for funding:

- St. Mary's College (Multiple subjects, CLAD and BCLAD)
- San Diego State University (Multiple subjects, CLAD and BCLAD)
- California Polytechnic State University, Pomona (Multiple subjects, CLAD)
- California State University, Northridge (Single subject, English and Mathematics)
- Dominican College (Multiple subjects, CLAD)

B. The following programs were recommended for funding pending receipt of requested clarifications:

- San Jose State University (Multiple subjects, CLAD)
- California State University, Los Angeles (Single subject, Science)
- Humboldt State University (Multiple subjects, CLAD)

- California State University, San Bernardino (Multiple subjects, CLAD)

It should be noted that the readers felt that all of proposals submitted were worthy of funding. The clarifications requested from the institutions listed in the second category above are minor and/or technical in nature rather than substantive.



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: PREP-4

Committee: Preparation Standards

Title: Recommended Award of a Contract for the Evaluation of the Comprehensive Teacher Education Institutes (CTEI), pursuant to the Title II Teacher Quality Enhancement State Grant

✓ Action

Prepared by: Dr. Phyllis Jacobson, Consultant
Professional Services Division

Recommended Award of a Contract for the Evaluation of the Comprehensive Teacher Education Institutes (CTEI), pursuant to the Title II Teacher Quality Enhancement State Grant

**Professional Services Division
April 17, 2000**

Executive Summary

The United States Department of Education, through its Office of Postsecondary Education, awarded the State of California a Teacher Quality Enhancement Grant for the 1999-2002 fiscal years. As part of the scope of work of this grant, an evaluation of the Comprehensive Teacher Education Institutes is to be performed during the first year of the grant program (1999-2000). Authority for implementation of this grant has been delegated by the Office of the Secretary for Education to the Commission on Teacher Credentialing (75%) and to the California Department of Education (25%). The Commission is acting as the fiscal agent for the grant.

This agenda report provides background information about the Comprehensive Teacher Education Institutes; the procedures used to solicit proposals for evaluating this program from potential evaluation contractors; the proposal review process; and the major features of the plan for evaluating the Comprehensive Teacher Education Institutes proposed by WestEd.

Policy Issues to be Resolved

Should the Commission award a contract for the evaluation of the Comprehensive Teacher Education Institutes (CTEI) to WestEd, pursuant to the goals and objectives of the Title II Teacher Quality Enhancement Grant?

Relationship to the Commission's Strategic Goals and Objectives

Goal 1: Promote educational excellence in California schools

Goal 6: Work with schools of education, the Department of Education, and school districts to assure quality teachers

Fiscal Impact Statement

The cost of the evaluation of the CTEI Program would be paid entirely from the Title II Teacher Quality Enhancement State Grant funds.

Recommendation

That the Commission authorize the Executive Director to award a contract for the evaluation of the Comprehensive Teacher Education Institutes to WestEd, as summarized in the attached report. The information provided below is included as part of the recommendation as requested by the Department of General Services.

Recommended Contract

- Contractor WestEd
- Contracting Period Upon approval by the Department of General Services until December 31,2000
- Purpose of Contract To evaluate the Comprehensive Teacher Education Institutes (CTEI)
- Method of Procurement Request for Proposals
- Total Contract Amount \$100,000
- Source of Funding Title II Teacher Quality Enhancement State Grant

I. Background Information on the Title II Teacher Quality Enhancement Grant

The Higher Education Amendments of 1998 were signed into law by President Clinton on October 8, 1998. In order to help states and institutions address the nation's need to ensure that new teachers enter the classroom prepared to instruct all students according to high standards, Title 2 of the Higher Education Act authorizes the "Teacher Quality Enhancement Grants for States and Partnerships." The intent of this grant program is to "provide an opportunity to effect positive change in the recruitment, preparation, licensing, and ongoing support of teachers across America. The programs are designed to increase student achievement by implementing comprehensive approaches to improving teacher quality."

The Teacher Quality Enhancement Grant Programs include three distinct competitive grant opportunities:

State Grants Program: These are competitive grants to states to support the implementation of comprehensive statewide reforms to improve the quality of the state's teaching force. California was successful in this competition last year, and the Commission, along with its collaborative partners from the Governor's Office (Office of the Secretary for Education), the California Department of Education, CPEC, the CSU system, the UC system, and the Association of Independent California Colleges and Universities, is now implementing the Title II State Teacher Quality Enhancement Grant program. As part of the overall scope of work for the State Grant, an evaluation of the Comprehensive Teacher Education Institutes (CTEI) was proposed to review their "fit" with California's new Learning to Teach system.

Teacher Recruitment Grants Program: The Teacher Recruitment Grants - awarded either to states or to partnerships among high-need local school districts, teacher preparation institutions, and schools of arts and sciences—are designed to reduce shortages of highly qualified teachers in high-need local school districts. These grants allow individual communities to determine their needs for teachers and to recruit and prepare teachers who meet those needs. Several recruitment grants were awarded to local partnerships within California

Partnership Grants for Improving Teacher Preparation Program: The purpose of the Partnership Program is to bring teacher preparation programs, schools of arts and sciences, and high-need school districts and schools together to create change and improvement in traditional teacher education programs, thereby increasing teachers' capacity to help all students learn to high standards. Intended to support highly committed partnerships that will accelerate the change process in teacher education, the program should strengthen the role of K-12 educators in the design and implementation of effective teacher education programs, and should increase collaboration between departments of arts and sciences and schools of education. No Partnership grants were awarded in California during the first round of competition.

II. Background Information on the Comprehensive Teacher Education Institutes (CTEI)

The CTEI was established as an intersegmental partnership in 1985. The purpose of this program is to provide support for strong, collaborative, and comprehensive efforts to improve practices in the areas of teacher candidate recruitment, preparation, preservice education, and beginning teacher professional development and retention. Although specific program goals for each CTEI have evolved over the program's history, the primary program goal of serving as a catalyst for the restructuring of teacher preparation and the induction experiences of novices so that they will be better prepared to meet the learning needs of California's students, has remained unchanged.

During the initial funding period, 1986-89, two institutes received joint funding from the California Department of Education (CDE) and the California State University (CSU). No CTEI funding has been provided by the CSU since 1989. The Phase I institutes, located at San Diego State University and Cal Poly San Luis Obispo, continued to receive funding through 1992.

CDE funded four "Phase II" institutes between 1988 and 1994:

1. CSU Northridge and the Los Angeles Unified School District
2. CSU San Francisco and the San Francisco Unified School District
3. CSU Chico and the Chico Unified School District
4. UC Riverside and the Jurupa Unified School District. This program continued as a Phase III institute.

Five "Phase III" institutes received initial funding in 1993:

1. UC Riverside and the Jurupa Unified School District.
2. CSU Hayward and the New Haven Unified School District.
3. CSU San Bernardino with the Ontario-Montclair and the Mountain View School Districts
4. CSU Stanislaus and the University of the Pacific with the San Joaquin County Office of Education and local school districts. This program continued with only the University of the Pacific and the Lodi Unified School District.
5. Cal Poly San Luis Obispo with the Guadalupe Union School District.

Eight "Phase IV" institutes received initial funding in 1995:

1. CSU Chico and the Paradise Unified School District
2. San Jose State University and the Campbell Union School District
3. San Diego State University and the San Diego County Office of Education

4. CSU Northridge and the Los Angeles Unified School District
5. UC Santa Barbara and the Santa Barbara Unified School District
6. UC Santa Cruz and the Santa Cruz County Office of Education
7. UCLA and the Santa Monica-Malibu Unified School District
8. UC Davis and the Vacaville Unified School District.

With the exception of the CSU San Bernardino/Ontario-Montclair institute, which ceased operation in 1996, the other institutes in Phases III and IV continue to receive state support. They form the locus of the planned CTEI evaluation.

CTEI program goals: All CTEI programs must address the following purposes:

- To establish and sustain a process of collaborative decision making
- To provide authentic assessment of the knowledge, skills, and abilities of teacher education candidates and/or beginning teachers
- To prepare competent entry-level practitioners
- To use formative, ongoing program evaluation to inform decision making processes and activities
- To develop and maintain integrated and field-based programs

In addition, each CTEI program must address at least one of the following areas:

- Recruitment of teacher education candidates
- Restructuring of teacher preparation programs, including undergraduate academic preparation
- Restructuring of the initial teaching experience to provide improved opportunities for professional development and increased retention of promising beginning teachers

Within these two parameters, the institutes have broad latitude in designing, implementing, and evaluating their individual programs. As a result, program design and implementation vary from program to program.

III. Purpose for the CTEI Evaluation

Since the CTEIs were established, however, California has developed and implemented several statewide reforms which directly impact the purpose and the work of the CTEIs. Some of these statewide reforms include:

- (a) the adoption of California's "Learning to Teach Continuum"
- (b) the adoption of the "*California Standards for the Teaching Profession*"
- (c) the implementation and expansion of the Beginning Teacher Support and Assessment Program (BTSA)
- (d) the implementation and expansion of the Intern and Pre-Intern Programs

The CTEI programs have not been evaluated since their inception. Policy makers need to know how effective the CTEI programs have been in accomplishing the program's intended goals, what the outcomes have been for CTEI programs, and how CTEI fits into the current array of similar statewide efforts.

Evaluation stakeholders and evaluation questions: In addition to the California Department of Education, the audience for this evaluation includes local school districts, county offices of education, California institutions of higher education that prepare teachers, the California Commission on Teacher Credentialing, and other education policymakers. Because these entities are interested in ascertaining and increasing the effectiveness of the CTEIs, the selected evaluation contractor will be expected to have the expertise to provide recommendations on policies and practices that may improve the effectiveness of the CTEIs in meeting their goals and responsibilities.

The following questions are intended to help guide the evaluation of the statewide implementation of the CTEI programs in three major areas:

- (1) programmatic intent;

- (2) local design and implementation; and
- (3) relationship to other statewide efforts to improve teacher recruitment, preparation, and retention.

The questions provided below are not exclusive, but rather give a sampling of the types of issues to be examined as part of the overall CTEI evaluation process:

1. How well do the CTEI programs meet their program goals?
2. What are the CTEI program outcomes?
3. To what extent is the design and implementation of each CTEI program successful in meeting local needs?
4. To what extent are program outcomes sustainable?
5. To what extent do the activities of each CTEI coordinate with other statewide initiatives and programs to improve teacher recruitment, preparation, and retention?
6. Which CTEI programs are the most successful, and why?
7. What changes have resulted from CTEI programs, and how have these changes improved teacher recruitment, preparation, and/or retention?
8. What modifications, if any, are needed to make CTEI programs more effective?

IV. Summary of the Proposal Solicitation and Proposal Review Processes

RFP Process: A Request for Proposals (RFP) for the evaluation of the Comprehensive Teacher Education Institutes was co-developed by the Commission and the California Department of Education, and released by the Department on November 10, 1999. Prospective bidders were provided with a contact at the Department for questions pertaining to the RFP. Responses to the RFP from interested parties were due on January 4, 2000.

Responses were required to include the following information:

- A. **Cover Letter**, signed by the Superintendent of the County Office of Education or other Local Education Agency, or the authorized individual in the case of an Evaluation Consultant, Agency and/or Firm.
- B. **Table of Contents**, including page numbers
- C. **Proposal Abstract**, providing an overview of the approach to be taken in providing the evaluation services. If a subcontractor is to be used, the methods and activities for selecting and monitoring the subcontractor must be included.
- D. **Evaluation Design and Work Plan**, describing in detail the evaluation framework, tasks and activities to be undertaken to accomplish the evaluation and the production of the final report. The work plan should include a timeline for the initiation and completion by task and by proposed personnel working on the evaluation.
- E. **Management and Staffing**, describing the plan for the internal management of contract and/or subcontract work that will ensure accomplishment of the tasks. The proposal must include a plan that identifies staff by name to be assigned to the project, the amount of time to be devoted to the project, and the name of the designated Project Director. The qualifications of staff to be assigned to the project should be described (please do not attach resumes).

If a subcontractor will be used, this section should include staff responsible for working with the subcontractor, the amount of time devoted to monitoring the contract, and the name of the person to act as project director.

- F. **Contractor Qualifications**, describing prior evaluation experiences that demonstrate the contractor's ability to conduct a comprehensive evaluation of educational programs, or to monitor the work of an evaluation subcontractor.
- G. **Budget**, containing at minimum the cost detail, including identification of administrative costs and costs of conducting the evaluation. (Note: if a subcontractor is used, the major portion of the budget must go for the subcontractor's conducting of the evaluation).

H. **Certification Regarding a Drug-Free Workplace.** (Note: this form must be signed as a condition of receiving the contract, but it need not be signed and included with the proposal).

Response and Review Process: A total of one response was received, from WestEd. The proposal was reviewed independently by Tom Rose, Consultant, from the California Department of Education and by Phyllis Jacobson, Consultant, from the Commission on Teacher Credentialing, in order to determine the degree to which the proposal was a) responsive to the evaluation questions and evaluation criteria provided in the RFP; b) comprehensive in scope; c) congruent with the intended outcomes that the evaluation provide information sufficient for decision making regarding the future of the CTEI programs; and d) responsive to providing highly qualified WestEd staff to conduct the evaluation. The response received from WestEd was highly rated on each of these elements by both Mr. Rose and Dr. Jacobson, who then recommended that the WestEd proposal be accepted and the contract for the CTEI evaluation awarded to WestEd.

V. Key Features of the WestEd Plan to Evaluate the Comprehensive Teacher Education Institutes (CTEI)

The WestEd evaluation process will include:

- a) **Refining the evaluation framework**, to include reviewing all pertinent documents such as the *California Standards for the Teaching Profession*, *Standards of Quality for Beginning Teacher Support and Assessment Programs*, and the goals of the CTEI as originally established;
- b) **Interviewing state-level staff**, to include an understanding of the intended and the actual role of the CTEI in the recruitment, preparation, development, and retention of highly qualified teachers, including how it fits with other programs and perceptions of its strengths and weaknesses;
- c) **Reviewing documents** pertaining to the CTEI and related programs and legislation;
- d) **Collecting data from CTEI projects**, including survey data from participants and in-depth case studies at selected CTEI program sites;
- e) **Analyzing data** collected from steps a-d above;
- f) **Providing preliminary and final reports** summarizing conclusions based on the data and providing policy recommendations regarding the "fit" and the future of the CTEI programs.

The evaluation will commence with the awarding of the contract, and all work relative to this contract will be completed by December 31, 2000.



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California Commission on Teacher Credentialing

Meeting of: May 3 - 4, 2000

Agenda Item Number: PREP-5

Committee: Preparation Standards

Title: Recommendations for Initial Institutional Accreditation for the California School of Professional Psychology and Inter-American College

✓ Action

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

Recommendations for Initial Institutional Accreditation for the California School of Professional Psychology and Inter-American College

Professional Services Division
April 18, 2000

Executive Summary

The Commission is being requested to grant initial accreditation to institutions under provisions of the *Accreditation Framework*. This agenda report reviews the adopted procedures to be used for initial accreditation of institutions under the provisions of the *Framework*. The report contains a request for initial institutional accreditation for the California School of Professional Psychology according to those procedures. Also included is a request for a waiver of the Commission's WASC accreditation requirement and a request for initial institutional accreditation by Inter-American College.

Fiscal Impact Summary

The Commission's base budget includes resources to support review of institutional proposals for initial accreditation. No augmentation of the budget is needed to carry out recommended action.

Recommendations

That the Commission review the requests for initial accreditation of institutions and grant initial institutional accreditation to the California School of Professional Psychology and Inter-American College.

1. Staff recommends that the Commission grant initial institutional accreditation to the California School of Professional Psychology (Alliant University) to be able to offer programs of professional preparation and recommend candidates for state credentials.
2. Staff recommends that the Commission granting a three-year waiver of the WASC accreditation policy and grant initial institutional accreditation to Inter-American College to be able to offer programs of professional preparation and recommend candidates for state credentials.

Procedures for the Initial Accreditation of Institutions

Background

Prior to the *Accreditation Framework (1995)*, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the Commission's preconditions and standards. If the institution was accredited by the Western Association of Schools and Colleges (WASC) and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs.

Under the *Accreditation Framework*, the term "program approval" is no longer used. Instead, a distinction is made between "initial accreditation of institutions" and "initial accreditation of programs."

Initial Accreditation of Institutions

Under the authority of the Education Code, the Commission is given the responsibility to determine the eligibility of institutions to offer professional preparation programs and to recommend issuance of credentials to candidates completing programs of preparation.

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.

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. Institutional accreditation by the Western Association of Schools and Colleges (WASC) is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

Under the above provisions, the only specific criterion for initial accreditation of institutions is accreditation by WASC. The Commission is given authority by the *Framework* to establish additional procedures and criteria. The adopted procedures add the review of institutional responses to the institutional preconditions.

Initial Accreditation of Programs

Under the authority of the *Accreditation Framework*, the Committee on Accreditation is given the responsibility to determine the accreditation of professional preparation programs of eligible institutions.

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.

Accreditation Framework Section 4 A 2 - Initial Accreditation of Programs. New credential program proposals by institutions that have been determined to be eligible by the Commission must fulfill preconditions established by state law and the Commission, the Common Standards, and a set of Program Standards. Descriptions of new programs include evidence of involvement in program design and planning by elementary and secondary school practitioners and members of diverse local communities. The Committee on Accreditation decides the initial accreditation of new credential programs at an eligible institution.

Adopted Procedures for Initial Accreditation of Institutions

In October 1998, the Commission on Teacher Credentialing adopted procedures for the Initial Accreditation of Institutions. The procedures apply to institutions who have not previously prepared educators for state certification in California:

1. The institution prepares a complete program proposal, responding to all preconditions, Common Standards and appropriate Program Standards. The proposal will be considered as the application for accreditation.
2. Initial Accreditation will be considered a two-stage process:
 - a. The proposal will be reviewed for compliance with the appropriate institutional preconditions (WASC accreditation, institutional responsibility, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) 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.
3. Once granted initial accreditation, the institution will then come under the continuing accreditation procedures already adopted by the Committee on Accreditation and will participate in the six-year cycle for on-site reviews.

A Request for Initial Institutional Accreditation from the California School of Professional Psychology (Alliant University)

Background

The California School of Professional Psychology (CSPP) has been in existence since 1969. It was originally established in response to the need for doctoral level training and training for clinical psychologists. CSPP began operations as an independent, non-profit institution of higher education in two locations, San Francisco (now located in Alameda) and Los Angeles. In subsequent years, campuses were also established in San Diego and Fresno. In the years since its inception, CSPP has broadened its scope of operations to include other branches of psychology and related fields, such as organizational psychology, forensics, health psychology, and culture and human behavior. Its current mission emphasizes a focus on diversity and inclusiveness, on serving under-served groups, and on service provision and research as well as professional education. Each of the four campuses is separately accredited by the Western Association of Schools and Colleges.

CSPP is now in a major transition year, from which it will emerge as Alliant University. The new name and structure was adopted by the Board of Trustees on February 11, 2000. Instead of operating as a federation of four largely autonomous, separately accredited campuses in a higher education system structure, it will function as a single university, with a single regional accreditation, offering on-site programs in multiple geographical locations in

California as well as elsewhere via distance learning methodologies. The name, Alliant University, is meant to signal an institutional commitment to addressing pressing social needs by working in alliance with relevant partners to improve the quality of life for people in a multicultural society.

Alliant University (AU) will initially consist of four schools and colleges. Three of these represent outgrowths and extensions of commitment to previously identified and continuing needs: (1) the California School of Professional Psychology retains the historic name and will train students primarily in clinical psychology and closely related fields; (2) a College of Organizational Studies; (3) and a College of Social and Policy Studies. Deans have already been appointed for these three schools and colleges. The fourth school is being established, a School of Education. This is in response to a major current societal need for a large cadre of teachers. Searches for a Dean of the School of Education and 6 new faculty members are currently underway. Initial planning for the School of Education has been conducted by Presidential Associate Elizabeth Davis-Russell President, Judith Albino and Senior Vice President, Connell Persico.

This proposal is designed to provide a thoroughly "technologized" course of graduate-level preparation for candidates for the Multiple Subject CLAD/BCLAD Emphasis Credential in Spanish, Hmong, Lao and Cambodian. The institution has been involved in a number of program development activities in the Fresno area. The credential preparation program will begin at the Fresno campus and program development activities will be initiated at the other three campuses over time, as program staff increases. The institution has already initiated exploratory discussions with school districts in the greater Los Angeles area. Other sites will be opened after appropriate program development activities have been completed. The long-range plan for the institution calls for the development of other credential programs.

Review of Institutional Proposal

The institutional proposal has been reviewed by Dr. Lawrence Birch, Administrator of Accreditation. California School of Professional Psychology has prepared a complete response to all preconditions, all Common Standards and Program Standards for the Multiple Subject Credential. The institution is accredited by the Western Association of Schools and Colleges and has received approval from WASC to reorganize as Alliant University and to operate academic programs at multiple sites.

On the basis of the WASC accreditation and the appropriate responses to the preconditions, California School of Professional Psychology is recommended for initial institutional accreditation. After Commission action granting initial accreditation, the program proposal will be reviewed further and forwarded to the Committee on Accreditation for Program Accreditation consideration.

A Request for Initial Institutional Accreditation from Inter-American College

Background

Inter-American College was founded in 1997 with the following mission: to provide educational opportunities to returning adult students, especially Latinos, ethnic and cultural minorities, women and others; to give students access to a coherent and articulated academic program through flexible scheduling; to foster the transmission of the American diverse cultural heritage; and to prepare graduates to function in a pluralistic, interdependent, and changing world.

The institution is located in National City. A major part of its mission is to serve immigrant students who have earned degrees in other countries, but whose degrees are not considered valid in this country. At Inter-American College, students with foreign transcripts are evaluated by an independent organization that appraises course work. These students are then put on a fast track to earn degrees in the United States. Students take intensive one-month courses on weekends and at nights to complete requirements for a degree here.

Inter-American College was approved by the California Bureau for Private Postsecondary and Vocational Education to grant degrees on November 11, 1997. On November 19, 1999, the institution was granted Eligibility by the Western Association of Schools and Colleges for a term of three years. By achieving Eligibility, the institution has completed the first step toward the process of accreditation. It signifies that the institution has satisfied 13 criteria regarding institutional capacity and is ready to begin the formal self-study process leading to initial Candidacy, the second step in the WASC process. Candidacy status requires a self-

study report and an evaluation team visit. The tentative date for the Inter-American College Candidacy visit is Spring 2002.

Subject to the granting of Initial Institutional Accreditation by the Commission, the institution wishes to develop professional preparation programs for both the Multiple and Single Subject CLAD/BCLAD (Spanish) Emphasis Credentials. The institution also wishes to develop selected subject matter preparation programs. Program development activities, in collaboration with a number of local school districts, have already been initiated, led primarily by President Reymundo Marin and Academic Vice President Maria Viramontes de Marin.

Request for Waiver of Accreditation Requirement

Because the institution has not yet achieved WASC accreditation, Inter-American College requests a waiver of the WASC accreditation requirement in order to gain Initial Institutional Accreditation from the Commission. In the past, the Commission has granted this type of waiver a limited number of times, for institutions in the early stages of development. Under the provisions of Education Code Section 44225 (m) that grants the Commission waiver authority, waivers can be given to post-secondary institutions. One of the reasons for given for granting waivers listed in Section 44225 is to "Provide other temporary exceptions when deemed to be appropriate by the Commission." In the past, the Commission has granted these waivers with the understanding that these waivers are temporary, they enable educational institutions to meet the goals established by the state, they provide significant help in addressing identified critical needs of schools and school children, and there are accompanying mechanisms for assuring that Commission standards are not lowered and the quality of preparation is maintained under the waiver provisions.

Inter-American College agrees, should the waiver be granted, to meet all Commission requirements for programs. In addition, the institution agrees to have a visiting team review the teacher preparation program three years from the initiation of the program. A written report of the team's findings will be submitted to the Committee on Accreditation and to the Commission. An extension of the waiver beyond three years will be considered only if the team finds that all applicable standards are fully met. Within the same three year period, Inter-American College will have achieved candidate status under WASC standards as a condition for any consideration of a waiver extension.

Review of Institutional Proposal

The institutional proposal has been reviewed by Dr. Lawrence Birch, Administrator of Accreditation. Inter-American College has prepared a complete response to all preconditions, all Common Standards and Program Standards for the Multiple and Single Subject Credential, and a response to the Elementary Subject Matter Preparation Standards. The responses to the preconditions are appropriate with the exception that the institution does not meet the WASC accreditation requirement.

Subject to the waiver of the WASC accreditation requirement, Inter-American College is recommended for initial institutional accreditation. After Commission action granting initial accreditation, the program proposals will be reviewed further and forwarded to the Committee on Accreditation for Program Accreditation consideration, or in the case of the Elementary Subject Matter Program to the Commission.



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