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# Agenda

## California Commission on Teacher Credentialing

September 6-7, 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, September 6, 2000**  
*Commission Office*

### General Session

1. The Commission will immediately convene into Closed Session **1:00**  
**Closed Session (Chair Norton)** **p.m.**

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

### 2. Appeals and Waivers (Committee Chair Harvey)

- A&W-1 Approval of the Minutes
- A&W-2 Reconsideration of Waiver Denials
- A&W-3 Waivers: Consent Calendar
- A&W-4 Waivers: Conditions Calendar
- A&W-5 Waivers: Denial Calendar
- A&W-6 Precedential Decisions
- A&W-7 A Review of Commission Appeals - 1997-2000
- A&W-

**THURSDAY, September 7, 2000**  
*Commission Office*

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**1. Reconvene General Session (Chair Norton)**

**8:00  
a.m.**

- 
- GS-1** Roll Call
  - GS-2** Pledge of Allegiance
  - GS-3** Approval of the July 2000 Minutes
  - GS-4** Approval of the September Agenda
  - GS-5** Approval of the September 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

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**3. Preparation Standards Committee of the Whole (Committee Chair Madkins)**



**PREP-1** Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and a Recommendation to Grant Initial Institutional Accreditation



**PREP-2** Fifth Annual Report of the Committee on Accreditation  
**NOTE:** Large file...Please allow sufficient time for downloading.

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**4. Performance Standards Committee of the Whole (Committee Chair Katzman)**



**PERF-1** Update on the Development of Standards and Assessments for Teacher Preparation

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**5. Certificated And Credentialed Assignments Committee of the Whole (Committee Chair Blowers)**

**C&CA-1** Application for an Eminence Single Subject Teaching Credential

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**6. Fiscal Policy and Planning Committee of the Whole (Committee Chair Bersin)**

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-  **FPPC-1** Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan
  -  **FPPC-2** Proposed 2001-2002 Budget Change Proposals
  -  **FPPC-3** Final Update on the 2000-2001 Governor's Budget
  -  **FPPC-4** Fourth Quarter Report of Revenues and Expenditures for Fiscal Year 1999-2000
  -  **FPPC-5** Proposed Interagency Agreement with the California Department of Education for the Transfer of Funds for the Paraprofessional Teacher Training Program
- 

## 7. Public Hearings

11:00  
a.m.

-  **PUB-1** Proposed Addition of Section 80016 of Title 5, California Code of Regulations, Pertaining to Certificates of Completion of Staff Development (SB 395)
  -  **PUB-2** Proposed Amendments to Title 5 Section 80015, Pertaining to the Requirements for the Cross-cultural, Language and Academic Development (CLAD) Certificate
- 

## 8. Reconvene General Session (Chair Norton)

- GS-10** Report of the Appeals and Waivers Committee
  - GS-11** Report of Closed Session Items
  - GS-12** Commissioner's Reports
  - GS-13** Audience Presentations
  - Old Business
  - GS-14**
    - Quarterly Agenda for September, October & November 2000
  - GS-15** New Business
  - GS-16** Adjournment
- 

### 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**  
**October 4-5, 2000**  
**California Commission on Teacher Credentialing**  
**1900 Capitol Avenue**



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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** LEG-1

**Committee:** Legislative

**Title:** Status of Bills of Interest to the Commission

Action  
 Information

**Prepared by:** Dan Gonzales, Legislative Liaison  
Office of Governmental Relations

### BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING August 21, 2000

#### CCTC-SPONSORED BILLS

Bill Number - Author - Version Subject	Previous and Current CCTC Position  (Date Adopted)	Status
AB 309 - Mazzoni - 8/9/00 Would create a state-funded administrative internship preparation program	Sponsor (3/99) Sponsor (5/00)	Senate Appropriations Committee
AB 457 - Scott - Chapter 281 of the Statutes of 1999 Adds internet-based sex offenses to the list of specified mandatory revocation offenses	Sponsor (3/99)	Signed by the Governor-- Chaptered
AB 466 - Mazzoni - Chapter 623 of the Statutes of 1999 Enacts omnibus clean-up bill	Sponsor (3/99)	Signed by the Governor-- Chaptered
AB 471 - Scott - Chapter 381 of the Statutes of 1999 Requires CCTC to report to the Legislature	Sponsor (3/99)	Signed by the Governor-- Chaptered

and the Governor on numbers of teachers who received credentials, internships and emergency permits		
<b>AB 877 - Scott - 8/7/00</b> Would provide for credential equivalence for out-of-state trained teachers and administrators	Support (3/00) Sponsor (5/00)	Senate Appropriations Committee
AB 1067 - Margett - Chapter 710 of the Statutes of 1999 Would bring Education Code provisions related to lewd and lascivious conduct Penal Code violations into conformity	Sponsor (4/99)	Signed by the Governor-- Chaptered
AB 1282 - Jackson- Chapter 704 of the Statutes of 1999 Would require CCTC to make improvements needed to enhance CBEST	Sponsor (4/99)	Signed by the Governor- Chaptered
<b>AB 2339 - Mazzoni, et. al. - 8/8/00</b> Would clean-up various provisions of the Education Code and strengthen the CCTC's accreditation process and assignment monitoring practices	Sponsor (2/00)	Senate Appropriations Committee

Note: Bills that may reach the Governor's desk are in **bold**.

#### SENATE BILLS OF INTEREST TO CCTC

<b>Bill Number - Author - Version Subject</b>	<b>Previous and Current CCTC Position  (Date Adopted)</b>	<b>Status</b>
<b>SB 151 - Haynes - 8/16/99</b> 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
<b>SB 179 - Alpert - 6/28/00</b> Would make changes to the Healthy Start Support Services Program	Support if Amended (2/99)	Assembly Appropriations Committee
SB 395 - Hughes - Chapter 685 of the Statutes of 1999 Removes the sunset date on SDAIE staff development training	Seek Amendments (4/99) Support (7/99)	Signed by the Governor- Chaptered
SB 472 - Poochigian - 1/26/00 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	Support (4/99)	Assembly Education Committee
<b>SB 573 - Alarcon - 7/6/00</b> Would require the Los Angeles County Office of Education to design and implement a one-	Watch (4/99) Support if Amended (5/99)	Assembly Appropriations Committee

year telecommunications-based pilot project to provide intensive professional staff development growth program for teachers in hard to staff schools		
SB 1431 - Haynes, et. al. - 4/4/00  Would remove the coursework option for credential candidates to meet subject matter competency	Oppose (3/00)	Failed passage in Senate Education Committee- Reconsideration granted
<b>SB 1505 - Alarcon - 8/7/00</b>  Would have created programs to attract and retain teachers. Now a bill by Senator Burton related to the State Teachers Retirement System.	Support if Amended (3/00)  Support (5/00)	Assembly Appropriations Committee
SB 1527 - Hughes - 3/37/00  Would allow school districts to participate jointly in integrated teacher preparation programs	Oppose (3/00)  Seek amendments (5/00)	Senate Education Committee
SB 1564 - Karnette - 3/23/00  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
<b>SB 1575 - Murray - 8/7/00</b>  Would require the CCTC to develop a plan for school districts to address the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities	Watch (5/00)  Watch (7/00)	Assembly Appropriations Committee
<b>SB 1722 - Hayden - 8/7/00</b>  Would add recruitment and placement of immigrant professionals to the duties of CalTeach	Watch (4/00)	Assembly Appropriations Committee
SB 1796 - Alpert - 3/3/00  Would add four voting members to the CCTC with two appointments made by the Senate Rules Committee and two by the Speaker of the Assembly	Watch (4/00)  Seek Amendments (7/00)	Failed passage in Assembly Education Committee
<b>SB 1938 - Speier - 8/7/00</b>  Would resurrect the Miller-Unruh Basic Reading Act of 1965 and make specified changes to the program	Seek Amendments (5/00)	Assembly Appropriations Committee
SB 1976 - Solis - 2/25/00  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 - 2/25/00  Would state legislative intent that every governing board of every school district be	Watch (4/00)	Senate Rules Committee

encouraged to make college guidance counseling available to all pupils beginning in grade 7		
<b>SB 2073 - Alarcon - 5/3/00</b> Would specify that Pre-Intern Program should focus on beginning 30 days before the first semester of the pre-internship and would appropriate \$1.2 million to expand the program	Seek Amendments (5/00) Author's staff has agreed to accept the CCTC's amendments.	Assembly Appropriations Committee

**ASSEMBLY BILLS OF INTEREST TO CCTC**

<b>Bill Number - Author - Version Subject</b>	<b>Previous and Current CCTC Position (Date Adopted)</b>	<b>Status</b>
AB 1X - Villaraigosa and Strom-Martin - Chapter 4 of the Statutes of 1999-2000 First Extraordinary Session Would establish the Peer Assistance and Review Program for Teachers	Seek Amendments (2/99) CCTC amendments adopted	Signed by the Governor-- Chaptered
AB 2X - Mazzoni and Cunneen - Chapter 2 of the Statutes of 1999-2000 First Extraordinary Session Would establish various programs related to reading and teacher recruitment	Support (2/99) Seek Amendments (3/99) CCTC amendments adopted	Signed by the Governor-- Chaptered
AB 27X - Leach - Chapter 5 of the Statutes of 1999-2000 First Extraordinary Session Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) Watch (3/99) CCTC amendments adopted	Signed by the Governor- Chaptered
AB 31 - Reyes - Chapter 650 of the Statutes of 1999 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
<b>AB 108 - Mazzoni - 6/23/99</b> Would add a representative from the SPI and CPEC to the Concurrence Committee	Support (2/99)	Held in Senate Appropriations Committee
AB 192 - Scott - Vetoed Would have created the California Teacher Cadet Program	Support (3/99)	Vetoed by the Governor
<b>AB 578 - Honda - 8/9/00</b> Would require the SPI, in consultation with CCTC and IHEs, to develop training standards for teachers to ensure sufficient training on domestic violence and sexual assault recognition	Watch (4/99)	Held in Senate Appropriations Committee
<b>AB 609 - Wildman - 6/19/00</b> Would allow school districts to use a Braille instructional aide to provide Braille instruction if	Seek Amendments (3/00) Support (5/00)	Senate Appropriations Committee

the aide works under the direct supervision of a teacher credentialed to teach the visually impaired		
<b>AB 707 - House - 8/7/00</b> Would exempt pre-lingually deaf school psychologists counseling deaf and hearing impaired pupils from CBEST.	Seek Amendments (4/99) Bill has been completely rewritten - current position not valid for this version.	Senate Appropriations Committee
<b>AB 752 - Davis - 8/8/00</b> Would allow optional concentrations in dance and theatre within 2 or more of the credential areas	Watch (4/99)	Senate Appropriations Committee
<b>AB 899 - Alquist - 8/8/00</b> Would change the eligibility requirements for the APLE program	Support (5/99) Bill has been completely rewritten - current position not valid for this version.	Senate Appropriations Committee
<b>AB 908 - Alquist - 6/29/00</b> Would require CCTC to survey teacher credential candidates to determine how much gender equity training is included in their teacher preparation program and then revise its standards	Seek Amendments (4/99)	Senate Appropriations Committee
<b>AB 961 - Steinberg - 8/8/00</b> Would create the Teacher Retention at Low Performing Schools Act of 2000	Support (4/99)	Senate Appropriations Committee
<b>AB 1006 - Ducheny - 8/9/00</b> Would establish a two-year pilot project to provide peer support and mentoring for school counselors	Support (4/99)	Senate Appropriations Committee
AB 1059 - Ducheny - Chapter 711 of the Statutes of 1999 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 - Chapter 737 of the Statutes of 1999 Would require CCTC to issue a California Preliminary Credential to persons meeting certain requirements	Seek Amendments (4/99) Oppose (6/99) Watch (9/99)	Signed by the Governor--Chaptered
AB 1324 - Zettel - Chapter 109 of the Statutes of 1999 Would allow holders of specified credentials who have ten years of experience teaching in a classroom for mild/moderate disabled students to continue in this assignment	Oppose unless amended (2/00) Watch (3/00) CCTC amendments adopted	Signed by the Governor-Chaptered
AB 1529 - Baldwin and Runner - 1/3/00 Would allow IHEs who have received accreditation from any regional or national accrediting body recognized by the U.S.	Oppose (12/99)	Dropped by the author

Department of Education to operate a teacher preparation program for purposes of California credentialing		
<b>AB 1710 - Ducheny - 8/8/00</b> Would rename the California Mathematics Initiative for Teaching the California Initiative for Teaching, transfer it to the SAC, and would expand the program to include teachers of English language learners and science	Watch (5/00) Seek Amendments (7/00)	Senate Appropriations Committee
<b>AB 1827 - Mazzoni - 6/29/00</b> Would expand the existing mathematics staff development program to include teachers in middle schools grades 7-8 and teachers holding intern or pre-intern teaching certificates	Support (7/00)	Senate Appropriations Committee
<b>AB 1892 - Steinberg and R. Pacheco - 6/28/00</b> Would establish the California New Administrator Support Program to provide support for first and second-year administrators	Support (5/00)	Senate Appropriations Committee
AB 1900 - Steinberg - 3/23/00 Would double the funding rate for each teacher from a low-performing school in BTSA, the Alternative Certification (district internship) and the Pre-intern programs	Watch (3/00)	Held in Assembly Appropriations Committee
AB 1925 - Dickerson - 4/5/00 Would create a program to reduce special education class sizes and appropriate \$6.5 million to the CCTC for incentives to teachers to obtain special education credentials	Seek Amendments (3/00)	Held in Assembly Appropriations Committee
AB 1994 - Baldwin - 3/23/00 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)	Assembly Education Committee hearing cancelled by the author
AB 2541 - Calderon - 2/24/00 Would add four teachers to the number of voting members of CCTC	Watch (4/00)	Dropped by the author in Assembly Education Committee
<b>AB 2551 - Hertzberg - 3/27/00</b> Would require CCTC to waive CBEST exam fees if funds are made available in the Budget Act	Approve (4/00)	Senate Appropriations Committee
AB 2590 - Campbell - 4/10/00 Would create the California State Troops to Teachers Act	Seek Amendments (4/00) Support (5/00)	Held in Assembly Appropriations Committee
AB 2633 - Calderon - 2/25/00 Would make technical, nonsubstantive changes to the CLAD provision in law	Watch (4/00)	Assembly First Reading

AB 2679 - Bock - 2/25/00

Watch (4/00)

Assembly First Reading

Would make technical, nonsubstantive changes to the provisions in law related to BTSA



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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** PREP-1

**Committee:** Preparation Standards

**Title:** Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and a Recommendation to Grant Initial Institutional Accreditation

✓ Information

**Prepared by:** Mary Vixie Sandy, Interim Director  
Professional Services Division

### Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and a Recommendation to Grant Initial Institutional Accreditation

Professional Services Division  
August 23, 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. Also included is a recommendation for granting initial institutional accreditation.

#### 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 and grant initial accreditation to the recommended institution.

### I. Subject Matter Preparation Program Review Panel Recommendations

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

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

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

#### **Recommendation**

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

English

- Stanford University
- University of San Diego

Social Science

- University of San Diego
- California Baptist University

## **II. Pre-Application for Initial Institutional Accreditation of a Regionally-Accredited Institution Outside of California**

### **Introduction to Part II**

Pursuant to Education Code Section 44226.5, the University of Sarasota has submitted a Pre-Application to Participate in the Accreditation Pilot Project (AB 2730, Mazzoni, 1998). In EC Section 4226.5, the Commission is required to complete a three-year pilot project to determine ways in which the professional accreditation system may need to be changed to accommodate non-traditional programs of teacher preparation. Section 44226.5 specifically calls for the Accreditation Pilot Project to include up to six regionally-accredited institutions from outside of California.

#### **Recommendation**

That the Commission grant the Accreditation Pilot Project Pre-Application submitted by the University of Sarasota, making this regionally-accredited institution eligible to offer programs of professional preparation for the Single and Multiple Subject Teaching Credentials with CLAD/BCLAD Emphasis at an existing instructional site in Orange County during the term of the Accreditation Pilot Project (until 2002), subject to the initial accreditation of specific credential program proposals by the Committee on Accreditation.

#### **Eligibility Requirements**

In 1998, the Commission established four requirements for the Initial Institutional Accreditation of regionally-accredited institutions that apply to participate in the Accreditation Pilot Project. Each requirement is listed below, followed by a brief description of how the requirement was met by the University of Sarasota.

- (1) *Institutional accreditation by a regional accrediting body that is equivalent to the Western Association of Schools and Colleges (WASC).*

The University of Sarasota, headquartered in Sarasota, Florida, is accredited by the Southern Association of Colleges and Schools (SACS). This accrediting body is one of six regional accrediting organizations, which also includes WASC. The most recent review of the University of Sarasota occurred in 1997. At that time, SACS established no sanctions or other stipulations associated with the accredited status of the University of Sarasota. The University's next review by SACS is scheduled to occur in

2007.

- (2) *Approval by the California Bureau of Private Postsecondary and Vocational Education (BPPVE).*

The BPPVE is the agency of California State government that establishes the legal eligibility of out-of-state institutions to offer academic degree programs within the State of California. Based on a site review by a visitation team, BPPVE determined in March, 2000, that the University of Sarasota meets all legal requirements to offer degrees at the bachelor's, master's and doctoral levels, including master's and doctoral degrees in education at the University's instructional facility in Orange County. This approval remains in effect until March 2003.

- (3) *Satisfaction of each Precondition for Institutional Accreditation established by the Commission on the basis of state law.*

The University of Sarasota has responded fully to each Precondition for Accreditation Eligibility established by the Commission in the *Standards of Quality and Effectiveness for Multiple and Single Subject Credentials* (1998). These responses indicate that the University of Sarasota understands the legal requirements associated with Single and Multiple Subject Credential Programs, and complies with those requirements for eligibility to participate in the Accreditation Pilot Project.

- (4) *Assurance that the University will respond to information requests from the Commission on Teacher Credentialing.*

Because the Commission is responsible for an evaluation of the Accreditation Pilot Project in 2002, the agency will require the submission of specified information from the participating institutions. The University of Sarasota has assured the Executive Director that the Commission's information requests will be granted promptly by the University.

### **Background Information about the Institution**

In the past, Commissioners have requested background information about institutions that are "new" to the teacher preparation system in California. The following information is drawn verbatim from official publications of the University of Sarasota.

"The Board of Directors hereby establishes the mission of the University of Sarasota to be the education of capable, mature, and motivated students with the intent of equipping them to become leaders in their professions. To this end, the University will maintain the faculty, resources, and support structures necessary to assist its students in developing and enhancing their capabilities, skills, and effectiveness in their chosen professions. Based on relevant principles and theories, the University's programs will be academically sound, flexible in delivery, enhanced by both traditional and technological resources, and designed and offered to meet the needs of students from the regional, national and international communities."

"The University is committed to the traditions of scholarship and research, and will support and encourage its faculty and students in their intellectual pursuits. In service to the communities we serve, the assets represented by our assembled educational resources and the talents of the faculty, students and staff of the University will be shared freely with scholars, professionals and community organizations."

"The University of Sarasota is a private institution, dedicated to providing students a practical and theoretical foundation for development and achievement in their chosen professions. The University was established in 1969 to serve the graduate educational needs of adult working professionals. Since its foundation more than 1,200 students have graduated from the academic programs offered at the University of Sarasota."

"The University of Sarasota is a wholly owned subsidiary of Argosy Education Group, Inc., the nation's largest for-profit provider of doctoral-level programs providing academically-oriented, practitioner-focused education. Through postgraduate programs in business and education at the three campuses of the University of Sarasota, the University of Sarasota is one of several career education providers that are part of Argosy Education Group. At both the campus and corporate levels, the governance of the University of Sarasota is carefully administered by a team of experienced professionals in the fields of academic administration, campus administration, student services and financial aid, who oversee compliance with the

many responsibilities for the management of an educational institution."

"The California Campus of the University of Sarasota occupies a 10,000 square-foot facility on West Chapman Avenue in the city of Orange, California. This location provides easy access from California highways 22, 55 and 57, and Interstate Highway 5, as well as from major surface streets in surrounding communities. The facility has been specifically designed for undergraduate and graduate-level instruction. It features a research library including computer systems with extensive data retrieval capabilities and continuous internet access. The classrooms are organized for both large and small group instruction, supported by state-of-the-art audiovisual equipment and available internet access in each classroom."



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## California Commission on Teacher Credentialing

**Meeting of:**

September 6-7, 2000

**Agenda Item Number:**

PREP-2

**Committee:**

Preparation Standards

**Title:**

Fifth Annual Report of the Committee on Accreditation

✓ Action

**Prepared by:**

Lawrence Birch, Administrator  
Professional Services Division

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CCTC Logo



**FIFTH ANNUAL**

# ACCREDITATION REPORT

To the

## CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

By the

## COMMITTEE ON ACCREDITATION

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### Fifth Annual Accreditation Report to the California Commission on Teacher Credentialing

By the Committee  
on Accreditation

Professional Services Division  
Commission on Teacher Credentialing  
Sacramento, California  
August 2000

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### Fifth Annual Accreditation Report to the Commission by the Committee on Accreditation

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**The Committee on Accreditation (June 2000)**

**Section I. Major Activities of the Committee on Accreditation**

- (1) Election of Co-Chairs for 1999-2000
- (2) Committee Meetings During 1999-2000
- (3) Presentations by the Committee on Accreditation
- (4) Schedule of Committee Meetings for 2000-2001

**Section II. Accomplishment of the Committee's Workplan in 1999-2000**

Task 1 Monitor the Evaluation of the *Accreditation Framework*

Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)

- Task 3 Review and Initial Accreditation of New Credential Programs
- Task 4 Professional Accreditation of Institutions of Postsecondary Education and their Credential Preparation Programs
- Task 5 Revise the *Accreditation Handbook* and Team Training Curriculum
- Task 6 Maintain Public Access to the Committee on Accreditation
- Task 7 Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation
- Task 8 Preparation and Presentation of COA Reports to the Commission
- Task 9 Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.

### **Section III. Proposed Workplan for the Committee in 2000-2001**

- Task 1 Monitor the Evaluation of the *Accreditation Framework*
- Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)
- Task 3 Review and Initial Accreditation of New Credential Programs
- Task 4 Professional Accreditation of Institutions of Postsecondary Education and their Credential Preparation Programs
- Task 5 Revise the *Accreditation Handbook* and Team Training Curriculum
- Task 6 Maintain Public Access to the Committee on Accreditation
- Task 7 Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation
- Task 8 Preparation and Presentation of COA Reports to the Commission
- Task 9 Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.

### **Section IV. Analysis of 1999-2000 Accomplishments**

**Appendix A: Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Institutional Site Visits Conducted - 1999-2000**

**Appendix B: Initial Program Accreditation Actions Taken by the Committee on Accreditation - 1999-2000**

**Appendix C: Additional Accreditation Actions Taken by the Committee on Accreditation - 1999-2000**



June 30, 2000

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the California Commission on Teacher Credentialing the *Fifth Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed workplan for 2000-2001.

1999-2000 was the third year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued receiving of accreditation team reports and the accreditation decision-making activity, the Committee has gained a more comprehensive understanding of its work and has taken steps to enhance its procedures.

The Committee now looks forward to its fourth full year with operational responsibilities in 2000-2001. We have had a successful year and are confident that we have maintained the high standards set by the Commission. This report provides evidence of our preparation and our confidence.

Sincerely,

Randall Souviney  
Committee Co-Chair

Susan Seamans  
Committee Co-Chair

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## The Committee on Accreditation June 2000

### California Commission on Teacher Credentialing Sacramento, California

- **Anthony Avina**, Superintendent  
Whittier Union High School District
- **Bonnie Maspero**, Administrator  
Educational Services  
Norwalk-La Mirada Unified Sch. Dist.
- **Carol Barnes**, Systemwide Assoc.  
Director, CalStateTEACH & Professor of Teacher Education  
California State University, Fullerton
- **Susan Seamans**, COA Co-Chair  
Coordinator, BTSA Program  
Tehama County Dept. of Education
- **Diane Cordero de Noriega**, Provost  
California State University, Monterey Bay
- **Randall Souviney**, COA Co-Chair  
Director, Teacher Educ. Program  
University of California, San Diego

- **Sandy Fleishman**, Teacher  
Yerba Buena Elementary School  
Las Virgenes Unified School  
District
- **Catherine Sumpter**, Principal  
Bret Harte Middle School  
Los Angeles Unified School  
District
- **Irvin Howard**, Professor  
School of Education  
Calif. State University, San  
Bernardino
- **Sue Teele**, Director  
Education Extension  
University of California,  
Riverside
- **Kim Lindley**, Director  
Staff Development  
Capistrano Unified School  
District
- **Sally Thomas**, Director  
Teacher Education Internship  
Program  
Claremont Graduate University

### Committee Support Staff (California Commission on Teacher Credentialing)

- **Mary Vixie Sandy**, Interim Director, Professional Services Division
- **Lawrence Birch**, Administrator of Accreditation, Professional Services Division
- **Philip A. Fitch**, Consultant, Professional Services Division
- **Dennis Tierney**, Consultant, Professional Services Division
- **Sara Swan**, Analyst, Professional Services Division
- **Angela Velasco**, Secretary, Professional Services Division

## Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation. In addition, information is provided about the meetings of the COA and its presentations during the year. Finally, the meeting schedule and proposed workplan for 2000-2001 are provided.

### (1) Election of Co-Chairs for 1999-2000

In developing its procedures, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August of 1999, the Committee elected Randall Souviney and Susan Seamans to serve as Co-Chairs during the 1999-2000 accreditation cycle.

### (2) Committee Meetings During 1999-2000

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 1999-2000, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

August 26, 1999	Commission Offices, Sacramento, CA
October 27-28, 1999*	Shelter Pointe Hotel, San Diego, CA
January 20-21, 2000	Commission Offices, Sacramento, CA
March 22-23, 2000*	Hotel De Anza, San Jose, CA
April 27-28, 2000	Commission Offices, Sacramento, CA
May 25-26, 2000	Commission Offices, Sacramento, CA
June 29-30, 2000	Commission Offices, Sacramento, CA

\* These meetings were held in conjunction with the Fall and Spring Conferences, respectively, of the California Council on the Education of Teachers, State of California Association of Teacher Educators and California Association of Colleges of Teacher Education.

### **(3) Presentations by the Committee on Accreditation**

The Committee continued to make presentations about its activities, in order to make accurate accreditation information available to the education community. The Committee sought opportunities to present its work at appropriate occasions. In 1999-2000, the Committee made presentations at the following events.

California Council on the Education of Teachers, October, 1999  
Credential Counselors and Analysts of California, October, 1999  
California Council on the Education of Teachers, March, 2000

In addition to these presentations, the Committee on Accreditation has also taken advantage of the web-site operated by the California Commission on Teacher Credentialing. There is a separate "web page" devoted to accreditation activities and documents.

### **(4) Schedule of Committee Meetings for 2000-2001**

In order to fulfill its responsibilities and accomplish its workplan for 2000-2001, the Committee on Accreditation has adopted a schedule of meetings for the 2000-2001 accreditation cycle.

August 23, 2000	Commission Offices, Sacramento, CA
October 25-26, 2000*	Shelter Pointe Hotel, San Diego, CA
January 18-19, 2001	Commission Offices, Sacramento, CA
March 28-29, 2001*	Hotel DeAnza, San Jose, CA
April 26-27, 2001	Commission Offices, Sacramento, CA
May 24-25, 2001	Commission Offices, Sacramento, CA
June 28-29, 2001	Commission Offices, Sacramento, CA

\* To be held in conjunction with the Fall and Spring Conferences of the California Council on the Education of Teachers, State of California Association of Teacher Educators and California Association of Colleges of Teacher Education.

## **Section II. Accomplishment of the Committee's Workplan in 1999-2000**

On August 26, 1999, the Committee on Accreditation adopted its workplan for 1999-2000. The Committee's elected Co-Chairs presented this workplan to the Commission one month later. The nine items that follow represent the key elements of the 1999-2000 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

### **Task 1 Monitor the Evaluation of the Accreditation Framework**

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The Commission and the Committee on Accreditation developed a plan for the evaluation and a Request for Proposals was approved by the Commission. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The COA and Commission staff are assisting in the gathering of data and monitoring the progress of the evaluation. Reports will be made to the COA and the Commission in the Fall of 2000, Spring of 2001 and Spring of 2002 with the final report due by December 2002.

### **Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)**

A Partnership Agreement is in effect with the National Council for the Accreditation of Teacher Education (NCATE). As part of the further implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with national professional education organizations over the past three years. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee is required to monitor the

ongoing implementation of these agreements and evaluate their effectiveness.

In August 1999, the COA approved a plan for five comparability studies of selected national program standards with Commission approved program standards and/or accreditation procedures. These included studies in the following credential areas: reading/language arts, pupil personnel services, library media, deaf and hard-of-hearing, and special education. During the 1999-2000 year, the special education study was completed by the Special Education Team of the Reciprocity Task Force. The remaining comparability studies will be conducted in the 2000-2001 year.

In January 2000, the COA adopted the findings of the Special Education Team of the Reciprocity Task Force regarding the comparability of state and national standards in special education. The Special Education Team found the following Council on Exceptional Children (CEC) standards to be comparable to the Commission's Special Education Standards in the following credential areas for level I:

- Mild/Moderate
- Moderate/Severe
- Physical and Health Impairments
- Visual Impairments
- Early Childhood Special Education

The COA also affirmed an earlier decision to substitute the on-site accreditation visits of ASHA when requested by a California institution and when the ASHA visit is within the COA adopted time frame.

### **Task 3 Review and Initial Accreditation of New Credential Programs**

This is one of the ongoing tasks of the Committee on Accreditation. The Committee has developed procedures to govern the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs are not given initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

During the 1999-2000 year, the following number of programs were given initial accreditation:

Non-University Professional Development Programs for the Professional Administrative Services Credential	2
Education Specialist Credential and Clinical Rehabilitative Services Credential Programs	31
Adapted Physical Education Credential Programs	5
Reading Certificate Programs	6
Reading and Language Arts Specialist Credential Programs	2
Multiple Subject Credential Programs for the Accreditation Pilot Project	4
Blended Programs of Undergraduate Teacher Preparation	9
Multiple and Single Subject CLAD/BCLAD Emphasis Credential Programs and Internship Programs	16
Health Services (School Nurse) Credential Programs	2
Special Teaching Authorization in Health	1
Library Media Services Credential Programs	1
Pupil Personnel Services Credential Programs	7

A detailed listing of the programs granted initial accreditation is included in [Appendix B](#).

### **Task 4 Professional Accreditation of Institutions of Postsecondary Education and their Credential Preparation Programs**

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal

decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 1999-2000 year, there were fifteen accreditation visits to colleges and universities and two accreditation visits to district internship programs. A total of 189 accreditation team members participated in the visits. Following is the list of institutions and the accreditation status given by the Committee on Accreditation.

### 1999-2000 Accreditation Visits

Institution	Accreditation Decision
California Baptist University	Accreditation
California Lutheran University	Accreditation with Substantive Stipulations
California State University, Fresno	Accreditation
California State University, San Marcos	Accreditation with Technical Stipulations
Chapman University	Accreditation
Concordia University	Accreditation with Technical Stipulations
The Master's College	Accreditation with Technical Stipulations
Occidental College	Accreditation
Pacific Union College	Accreditation
Pepperdine University	Accreditation
Point Loma Nazarene University	Accreditation with a Substantive Stipulation
San Francisco State University	Accreditation with a Technical Stipulation
University of California, Berkeley	Accreditation with a Technical Stipulation
University of California, Los Angeles	Accreditation
University of California, Santa Cruz	Accreditation
District Internship Program	Accreditation Decision
Los Angeles Unified School District	Accreditation with Substantive Stipulations
Ontario-Montclair School District	Accreditation with Substantive Stipulations

A more detailed report of each accreditation visit is included in [Appendix A](#). For each institution, accreditation team report information is provided, followed by the COA accreditation decision, the list of all credential programs authorized for the institution, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit.

In addition to the above accreditation visits, the Committee on Accreditation received follow-up information from the seven institutions that received stipulations in the 1998-99 accreditation cycle, and one institution that had a stipulation remaining from the 1997-98 cycle. This included five focused accreditation re-visits. Actions were taken to remove stipulations, approve the withdrawal of programs and to change the accreditation status of institutions, based upon the removal of stipulations. A summary of these accreditation actions is included in [Appendix C](#).

### **Task 5 Revise the Accreditation Handbook and Team Training Curriculum**

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the training curriculum as they occur. During the 1999-2000 year, the COA reviewed the accreditation decision options available for use in the accreditation process. On the basis of experience with accreditation reports over the prior two years, the Committee expanded the category of "Accreditation with Stipulations" to include "Accreditation with Probationary Stipulations" in addition to "Accreditation with Substantive Stipulations" and "Accreditation with Technical Stipulations."

### **Task 6 Maintain Public Access to the Committee on Accreditation**

The Committee made a formal presentation at the annual conference of the California Credential Analysts and scheduled its October and March meetings in conjunction with the Fall and Spring conferences of the California Council on the Education of Teachers. The Committee continued to seek opportunities to make presentations to professional organizations. Written materials/publications were developed when possible to carry this task forward. Individual committee members were available to assist in the process. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website.

### **Task 7 Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation**

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, the Committee was regularly apprised of the progress of the panel throughout the year. The Committee also received reports on legislation, the Beginning Teacher Support and Assessment Program (BTSA), the pilot accreditation project (AB 2730 - Mazzone), and the reciprocity study (AB 1620 - Scott).

### **Task 8 Preparation and Presentation of COA Reports to the Commission**

The Committee on Accreditation presented its Fourth Annual Accreditation Report to the California Commission on Teacher Credentialing at its September 1999 meeting. The presentation of the Fifth Annual Accreditation Report is scheduled for presentation at the September 2000 Commission meeting.

### **Task 9 Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.**

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. In August 1999, the Co-Chairs were elected. The 1999-2000 schedule of meetings was adopted in May 1999. The orientation of members to be selected in July 2000 will be conducted prior to the August 2000 COA meeting.

During the 1999-2000 year, the Committee reviewed, updated, added to and adopted the COA Procedures Manual. The revised manual was adopted by the Committee at its June 2000 meeting.

## **Section III. Proposed Workplan for the Committee in 2000-2001**

The items that follow represent the key elements of the 2000-2001 workplan for the Committee on Accreditation. As the Committee is fully involved in the implementation phase of the accreditation system, ongoing tasks make up a major part of the work and the oversight of the COA, rather than the development of policies and procedures. The nature of the workplan has gradually shifted in that direction over the past two years.

### **Task 1 Monitor the Evaluation of the Accreditation Framework**

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The COA and Commission staff will be assisting in the gathering of data and monitoring the progress of the evaluation. Reports will be made to the COA and the Commission in the Fall of 2000, Spring of 2001 and Spring of 2002 with the final report due by December 2002.

## **Task Monitor the Implementation of and Evaluate the Effectiveness of Accreditation 2 Agreements with Selected National Organizations (including NCATE)**

A Partnership Agreement is in effect with the National Council for the Accreditation of Teacher Education (NCATE). The partnership must be renewed in October 2001. The required steps for the review and modification of the partnership with NCATE will be undertaken. The COA will review the Protocol for the Partnership Agreement and consider appropriate modifications. The NCATE 2000 unit standards will be reviewed in order to determine their comparability with the California Common Standards adopted by the Commission. The standards for the NCATE Specialized Professional Associations will be studied for comparability with California Program Standards. A draft of the application for the renewal will be prepared during the upcoming accreditation cycle.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with national professional education organizations over the past three years. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee is required to monitor the ongoing implementation of these agreements and evaluate their effectiveness.

According to the plan for comparability studies of selected national program standards adopted in August 1999 by the COA, studies will be completed in the following credential areas: reading/language arts, pupil personnel services, library media, and deaf and hard-of-hearing. Some of these studies may coincide with those mentioned in the review of NCATE Specialized Professional Associations.

## **Task 3 Review and Initial Accreditation of New Credential Programs**

This is one of the ongoing tasks of the Committee on Accreditation. The Committee has developed procedures to govern the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs are not given initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

## **Task Professional Accreditation of Institutions of Postsecondary Education and their 4 Credential Preparation Programs**

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 2000-2001 year, there will be twelve accreditation visits to colleges and universities and two accreditation visits to district internship programs. The following is a list of institutions and district internship programs to be visited.

### **Institutional Reviews**

Azusa Pacific University \*  
California State University, Bakersfield \*  
California State University, Fullerton \*  
California State University, Long Beach \*  
Claremont Graduate University  
Hope International University  
La Sierra University  
New College of California

Pacific Oaks College  
University of California, Davis  
University of California, Irvine  
University of California, San Diego  
\* Merged COA/NCATE Visit

## District Internship Reviews

Compton Unified School District  
San Benito Unified School District

In addition to the above accreditation visits, the Committee on Accreditation will continue to receive follow-up information from the nine institutions/districts who received stipulations in the 1999-2000 accreditation cycle, including four re-visits. Actions will be taken to remove stipulations, approve the withdrawal of programs and to change the accreditation status of institutions, based upon the removal of stipulations.

### **Task 5 Revise the *Accreditation Handbook* and Team Training Curriculum**

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the training curriculum as they occur. A complete revision of the *Accreditation Handbook* will be prepared during the 2000-2001 year.

### **Task 6 Maintain Public Access to the Committee on Accreditation**

The Committee will continue to seek opportunities to make presentations to professional organizations. Written materials/publications will be developed when possible to carry this task forward. Individual committee members will be available to assist in the process. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website.

### **Task 7 Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation**

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, it will be regularly receiving reports of the panel's activities. The Committee will also be receiving information about other Commission activities related to accreditation issues.

### **Task 8 Preparation and Presentation of COA Reports to the Commission**

Each year the Committee on Accreditation presents its annual report to the California Commission on Teacher Credentialing at its August or September meeting. Interim reports to the Commission will be made as needed.

### **Task 9 Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.**

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. In the process of the ongoing accreditation reports and discussions, the Committee is conducting an on-going review of the Accreditation process. As a result of those discussions, the Committee modifies and adopts accreditation procedures, as necessary.

## **Section IV. Analysis of 1999-2000 Accomplishments**

The 1999-2000 year was important in the life of the Committee on Accreditation. After two full years of receiving accreditation team reports and making accreditation decisions (1997-1998 and 1998-1999), the Committee reflected at a number of its meetings about ways to improve the accreditation decision-making process. The Committee decided to continue a practice initiated during its first year, of devoting part of each meeting to a de-briefing

discussion of the accreditation decision-making process, after action was taken on each institution. The discussions have continued to be very helpful to the Committee in "fine tuning" the accreditation procedures. As a result, the COA has incorporated a number of refinements in the accreditation decision-making process.

The Committee has had a successful year in its third year of full accreditation decision-making responsibility. In addition to hearing and acting upon seventeen accreditation team reports, the COA made initial accreditation decisions for 86 professional preparation programs, mostly in special education, multiple and single subject and school administration. The Committee was responsible for conducting a training session for new members of the Board of Institutional Reviewers. In summary, the Committee on Accreditation has accomplished its workplan, and looks forward to continuing to exercise its authority as defined in the *Accreditation Framework*.

---

## APPENDIX A

### Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Institutional Site Visits Conducted 1999-2000

#### Site Visit Locator

[California Baptist University](#) | [California Lutheran University](#) | [California State University, Fresno](#)

[California State University, San Marcos](#) | [Chapman University](#) | [Concordia University](#)  
[The Master's College](#) | [Occidental College](#) | [Pacific Union College](#) | [Pepperdine University](#)  
[Point Loma Nazarene University](#) | [San Francisco State University](#) | [University of California, Berkeley](#)

[University of California, Los Angeles](#) | [University of California, Santa Cruz](#)  
[Los Angeles Unified School District](#) | [Ontario-Montclair School District](#)

#### Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 1999-2000 academic year, based upon team site visits. Accreditation visits were conducted for fifteen institutions and two district internship programs. The institutions are listed in alphabetical order, followed by the district internship programs. The accreditation information is presented in two parts as follows:

- Accreditation team report information, including the accreditation team recommendation and the rationale for the recommendation, the team membership, and a summary of the documents reviewed and the interviews conducted.
- Committee on Accreditation action, including the Committee's accreditation decision, a list of credentials for which an institution or district internship program is authorized to recommend its candidates, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit.

### California Baptist University April 3 - 6, 2000

#### A. Accreditation Team Report Information

##### Team Recommendation: Accreditation

##### Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon a thorough review and discussion of the common standards and program standards.

## Team Membership

<b>Team Leader:</b>	<b>Ed Kujawa</b> University of San Diego
<b>Common Standards:</b>	<b>John Yoder</b> Fresno Pacific University
<b>Basic Credential Cluster:</b>	<b>Doug Robinson</b> , Cluster Leader Simi Valley Unified School District
	<b>Bernard Strickmeier</b> California Polytechnic State University
	<b>Carol Whitmer</b> Simpson College
	<b>Robert O'Connor</b> ABC Unified School District
<b>Advanced Credential Cluster:</b>	<b>Dreda Lutz</b> , Cluster Leader Glendale Unified School District
	<b>Bill Oudegeest</b> Oakdale Joint Unified School District
	<b>Beth Brennan</b> St. Mary's College of California

## Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
21	Program Faculty	X	Catalog
4	Institutional Administration	X	Institutional Self Study
148	Candidates	X	Course Syllabi
57	Graduates	X	Candidate Files
10	Employers of Graduates	X	Fieldwork Handbook
26	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
15	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
1	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
		X	WASC Report

## B. Committee on Accreditation Action

1. The decision for California Baptist University is **ACCREDITATION**.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential  
CLAD Emphasis
- Single Subject Credential  
CLAD Emphasis
- Education Specialist Credential

- Administrative Services Credential Preliminary

2. In addition:

- The institution's response to the preconditions is accepted.
- California Baptist University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- California Baptist University will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

3. The institution is requested to provide a voluntary written response to the questions raised in relation to the concerns listed under Common Standard 2 and Common Standard 4.

## **California Lutheran University** **November 14-17, 1999**

### **A. Accreditation Team Report Information**

#### **Team Recommendation: Accreditation with Substantive Stipulations**

##### **Rationale**

The unanimous recommendation of the accreditation team for Accreditation with Substantive Stipulations was based on a thorough review of the self study documentation presented to the team, additional information in the form of exhibits, extensive interviews with campus and field-based personnel, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The recommendation was based on the following:

##### **Common Standards:**

Four of the Common Standards were judged to have been met, three of the Common Standards were judged to have been met with "Quantitative Concerns" and one Common Standard was with "Qualitative Concerns." The team provides further information in the Common Standards responses for the need for resources for education facilities and faculty salaries, professional development opportunities for faculty, the lack of an evaluation system for the "conceptual framework" of the unit and for the full implementation of admission procedures.

##### **Program Standards:**

The merged team found that all Program Standards were met for all credential programs. Concerns for program coordination, select admissions procedures and resources for the programs were stated in the Common Standards responses.

##### **Team Membership**

###### **Co-Chairs:**

**Randall Lindsey** - COA  
University of Redlands

**Betty Bowers** - BOE  
South Dakota

###### **Common Standards:**

**Jim Reidt**  
San Juan Unified School District

**Juan Aninao** - COA  
San Francisco State University

**Viviana Lopez** - BOE  
Texas

**Julie Rainer** - BOE  
Florida

**Herbert Owens** - BOE  
South Carolina

**Gwen Trotter** - BOE  
Indiana

**Basic Credential Cluster:** **Janet (JL) Fortson**  
Pepperdine University

**Pat Sako Briglio**  
Bassett Unified School District

**Michael Kotar**  
California State University, Chico

**Janet Bonney**  
Sweetwater Union High School District

**Advanced Studies Cluster:** **Gary Hoban**  
National University

**Barbara Wilson**  
California Department of Education

**Herbert Bonds**  
Porterville College District

## Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
33	Program Faculty	X	Catalog
9	Institutional Administration	X	Institutional Self Study
121	Candidates	X	Course Syllabi
38	Graduates	X	Candidate Files
18	Employers of Graduates	X	Fieldwork Handbook
26	Supervising Practitioners	X	Follow-up Results
13	Advisors	X	Needs Analysis Results
38	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
5	Advisory Committee	X	Schedule of Classes
2	Placement Staff	X	Advisement Document
		X	Faculty Vitae
		X	Other: Five-Year Budget Plan

## B. Committee on Accreditation Action

1. The decision for California Lutheran University and all of its credential programs is **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the University provide evidence of policies and a plan to encourage the admission of students from under-represented groups and to recruit faculty who reflect cultural and linguistic diversity in order to better respond to the multicultural, multilingual public school region that it serves.
- That the University provide evidence that sufficient resources are being allocated to improve the facilities for the School of Education, to recruit and retain faculty and to increase faculty professional development.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential
  - Preliminary
  - Professional
- Education Specialist Credential
  - Preliminary Level I and Professional Level II
  - Mild/Moderate with Internship
  - Moderate/Severe with Internship
- Multiple Subject Credential
  - CLAD/BCLAD Emphasis (Spanish) with Internship
- Pupil Personnel Services Credential
  - School Counseling
  - Child Welfare and Attendance
- Single Subject Credential
  - CLAD/BCLAD Emphasis (Spanish) with Internship

2. California Lutheran University is required to provide evidence to Commission staff and the team leader about the actions taken to respond to the substantive stipulations stated above within one year of the date of this action.

3. In addition:

- The institution's responses to the preconditions is accepted.
- California Lutheran University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- California Lutheran University will be placed on the schedule of accreditation visits for the 2004-2005 academic year for a merged COA/NCATE visit.

**California State University, Fresno**  
**March 25-29, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale**

The team used a consensus model to reach all decisions and recommends Accreditation. The team reached this decision after reviewing the Institutional Self Study Report and additional supporting documents available during the visit; and conducting interviews with administrators, faculty, staff, students, local school personnel and other individuals professionally associated with the unit. The process is described below:

1. Common Standards - The entire team reviewed each standard one-by-one and determined that all of the Common Standards were fully met.
2. Program Standards - The Cluster Leaders were assisted by the cluster members to provide additional clarification as they presented their findings about the program standards. Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas, however a few were not fully met. The team then discussed in detail each program standard that was less than fully met.

In the Early Childhood Specialist Credential, one standard was met minimally with qualitative concerns.

The team found that the Administrative Services Programs are generally well-regarded in the field. All standards were fully met for the Professional Level program. All standards were met in the Preliminary level program, however four were met minimally with qualitative concerns. The team concluded that these findings did not affect the overall accreditation recommendation.

All other program standards were fully met. After the discussion about the standards, the team discussed and reached consensus on the accreditation recommendation.

3. Overall Recommendation - The Team's decision to recommend Accreditation, was in part, based on the fact that all Common Standards were fully met. Furthermore, even though four standards in one credential area and one in another program area were met minimally, the team determined that there were compensating strengths in both program areas and that a stipulation should not be placed on the institution. Compensating strengths for these two programs were reported by employers and graduates. The team concluded that all credential programs were strong, effective and generally of high quality. Therefore, the team decided that the overall evidence clearly supported the accreditation recommendation.

## Team Membership

**Team Leader:** **Kathleen Cohn**  
(Visit Co-Chair) California State University, Long Beach

**Common Standards Cluster:** **Jack Maynard**, Cluster Leader  
(Visit Co-Chair) University of Michigan, Flint

**Bertha Miller**  
Fayetteville State University (North Carolina)

**Sandra Brothers**  
University of Central Oklahoma

**George Ann Rice**  
Clark County School District (Nevada)

**Billie Blair**  
California State University, Dominguez Hills

**Honoruth Finn**  
Gilroy Unified School District (Retired)

**Basic Credential Cluster:** **Sally Botzler**, Cluster Leader  
Humboldt State University

**Candace Kay**  
California State University, Long Beach

**Carolyn Csongradi**  
San Mateo Union High School District

**Penny Roberts**  
California State University, Long Beach

**Bill Kellog**  
California State Polytechnic University, San Luis Obispo

**Joe Schieffer**  
California State University, Northridge  
(Retired)

**Specialist Credential Cluster:** **Marquita Grenot-Scheyer**, Cluster Leader  
California State University, Long Beach

**Sharon Jarret**  
Los Angeles Unified School District

**Kathy Burns-Jepson**  
Fremont Unified School District

**Services Credential Cluster I:** **Louise Adler**, Cluster Leader  
California State University, Fullerton

**Bruce Baron**  
Irvine Unified School District

**Brent Duncan**  
Humboldt State University

**Clifford Cole**  
Orange Unified School District (Retired)

**Services Credential Cluster II:**

**Joyce Renge, Cluster Leader**  
Los Angeles County Office of Education

**Deanna Bowers**  
Office of San Bernardino County Superintendent of Schools

**Data Sources**

**DOCUMENTS REVIEWED**

University Catalog	School District Demographic Summaries
Institutional Self Study	University Publications
Course Syllabi	Program Flyers
Candidate Files	Videotape Presentation
Fieldwork Handbooks	Textbooks
Follow-up Survey Results	Advisory Committee Minutes
Needs Analysis Results	Student Work Samples
Information Booklets	Grant Applications and Information
Field Experience Notebooks	
Schedule of Classes	
Advisement Documents	
Faculty Vitae	
Log of Clinic Hours	

**INTERVIEWS CONDUCTED**

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty	3	31	46	15	46	17	<b>158</b>
Institutional Administration	4	18	5	9	4	8	<b>48</b>
Candidates	5	82	200	21	165	45	<b>518</b>
Graduates	3	28	50	5	74	14	<b>174</b>
Employers of Graduates	2	16	16	5	36	9	<b>84</b>
Supervising Practitioners		12	30	4	60	9	<b>115</b>
Advisors		15	7	7	1	2	<b>32</b>
School Administrators		10	20	7	38	6	<b>81</b>
Credential Analysts		5	8	2	1	1	<b>17</b>
Advisory Committee		9	20	10	13	9	<b>67</b>
						<b>TOTAL 1294</b>	

Note: In some cases, individuals or groups were interviewed by more than one cluster or team member because of multiple roles or having both common standards cluster members and program standards cluster members participate in the interview. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

**B. Committee on Accreditation Action**

1. The decision for California State University, Fresno is **ACCREDITATION**.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Agricultural Specialist Credential
- Clinical Rehabilitative Services Credential
  - Language Speech and Hearing
  - Special Class Authorization
- Early Childhood Specialist Credential
- Education Specialist Credentials - Preliminary Level I and Professional Level II
  - Mild/Moderate Disabilities
  - Mild/Moderate Disabilities Internship
  - Moderate/Severe Disabilities
  - Moderate/Severe Disabilities Internship
  - Deaf and Hard of Hearing
- Health Services/School Nurse Credential
- Multiple Subject Credential
  - CLAD/BCLAD Emphasis (Spanish, Hmong)
  - CLAD/BCLAD Emphasis (Spanish, Hmong) Internship
  - Early Childhood/CLAD Emphasis
- Pupil Personnel Services
  - School Counseling
  - School Psychology
  - School Psychology Internship
  - School Social Work
  - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
- Resource Specialist Certificate
- Single Subject Credential
  - CLAD Emphasis
  - CLAD Emphasis Internship

2. In addition:

- The institution's response to the preconditions is accepted.
- California State University, Fresno is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- California State University, Fresno will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

**California State University, San Marcos**  
**February 19-23, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Technical Stipulations**

**Rationale**

The team recommendation of Accreditation with Technical Stipulations was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit, along with additional information requested from administrators during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. Six standards were judged to have been fully met. Standard 4, Evaluation, was judged to have been met minimally with quantitative

concerns. Standard 8, District Field Supervisors, was judged to have been met minimally with qualitative concerns. These judgments are based on the fact that while course and program evaluations occur every semester, a comprehensive system of program evaluation that informs program revision and development does not exist. There is no evidence of follow-up studies of graduates from all programs. In addition, there is inconsistency across programs in the orientation of master teachers and supervisors to their roles, resulting in variation in field placement expectations and experiences for candidates.

2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members for additional clarification. Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas, however, a few were not fully met. The team then discussed in detail each program standard that was less than fully met.

The team found that the Education Specialist Programs, including the Multiple Subject Concurrent Option, were of high quality. All standards were met except for Standards 17, 19, and 24 that were judged met minimally with qualitative concerns. Faculty acknowledged deficiencies in both standard areas and have begun to develop plans to rectify the deficiencies.

The Basic Cluster found that all the standards for the Multiple Subject and Single Subject Credential Programs with CLAD/BCLAD emphasis, Middle Level emphasis and Multiple Subject Internship were met except for Standards 9 and 21, which were judged to have been met minimally with qualitative concerns due to inconsistencies in university supervisors' observations and expectations, quality of feedback to student teachers, and summative assessment tools that do not reflect specific CLAD/BCLAD and Middle Level emphasis candidate competencies.

The Preliminary Administrative Services Credential program found all the program standards were met, with the exception of Standard 20 and 26, both met minimally with qualitative concerns, and Standard 30 which was met minimally with quantitative concerns.

After the discussion about the standards, the team discussed and then voted on the accreditation recommendation.

3. Overall Recommendation - The decision to recommend Accreditation with Technical Stipulations was, in part, based on team consensus that all Common Standards were met with the exception of Standard 4 and 8. Although some program standards were judged to have been met minimally with some concerns, there was consensus among the team members that the deficiencies are operational and administrative in nature. Furthermore, the team determined that the institution has programs of quality and effectiveness. Compensating strengths for the programs included consistent reports from employers that graduates were well prepared, competent, and effective. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation.

## **Team Membership**

**Team Leader:** **Emily Brizendine**  
California State University, Hayward

**Common Standards Cluster:** **Susan Tucker, NCATE Board of Examiners Chair**  
University of Southern Alabama, Mobile

**Mary Conley**  
Highland Park Christian Academy, Maryland

**Deena Sue Fuller**  
Tennessee State University, Nashville

**William R. Shriver**  
Mount Vernon City Schools, Ohio

**Patrick Tow**  
Old Dominion University, Norfolk, Virginia

**Jody Daughtry**  
California State University, Fresno

**Patricia Oyeshiku**  
San Diego Unified School District

**Basic Credential Cluster:**

**Jim Mahler**  
California Lutheran University

**Donna Marriott**  
La Mesa-Spring Valley School District

**Rodger Cryer**  
Franklin-McKinley School District, San Jose

**Sally Hurtado**  
Sonoma State University

**Specialist Cluster:**

**Athena Waite**  
University of California, Riverside

**Sue Craig**  
Red Bluff Union High School District, retired

**Melinda Medina Levin**  
San Diego South County Special Education Local Plan Area

**Services Cluster:**

**Alex Pulido**  
California State University, Los Angeles

**Barbara Melville**  
Capistrano Unified School District

**Data Sources**

**DOCUMENTS REVIEWED**

University Catalog	Needs Analysis Results
Institutional Self Study	Program Information Booklets
Course Syllabi	Candidate Files
Student Teaching Handbooks	Master Teacher Handbooks
Follow-up Survey Results	Field Experience Notebooks
Schedule of Classes	Advisement Documents
Faculty Vitae	

**INTERVIEWS CONDUCTED**

	Team Leader	Common Standards Cluster	Basic Cred. Cluster	Specialist Cluster	Services Cluster	TOTAL
Program Faculty		49	42	28	6	125
Institutional Administration	2	6	11	4	3	26
Candidates		30	321	99	17	467
Graduates		16	40	20	14	90
Employers of Graduates		3	12	2	7	24
Supervising Practitioners		12	17	17	0	46
Advisors		3	8	1	0	12
School		3	15	11	14	43

Administrators						
Credential Analyst	1	0	3	2	1	7
Diversity Committee		0	20	0	0	20
Distinguished Teachers in Residence		0	10	5	10	25
University Supervisors		0	18	4	18	40
Student Services		0	0	1	1	2
Library				1	2	3
Curriculum Committee				4	6	10
					<b>TOTAL</b>	<b>940</b>

## B. Committee on Accreditation Action

### 1. The decision for California State University, San Marcos is **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- That the institution provide evidence of the implementation of a comprehensive program evaluation system involving program participants, graduates, employers and local practitioners. The system must demonstrate the potential for assuring continuous program improvement and should be applied to all credential program areas.
- That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should provide for effective role orientation and supervisory training so expectations are clearly understood.
- That the institution provide evidence of actions taken to address all program standards less than fully met.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential  
Preliminary
- Multiple Subject Credential  
CLAD/BCLAD Emphasis (Spanish)  
CLAD/BCLAD Emphasis (Spanish) Internship  
Middle Level Emphasis
- Single Subject Credential  
CLAD/BCLAD Emphasis (Spanish)
- Education Specialist Credentials  
Preliminary Level I, including Internships  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Multiple Subject/Education Specialist Concurrent Option

### 2. California State University, San Marcos is required to provide evidence to the Commission staff and the team leader about the actions taken to respond to the technical stipulations noted above within one year of the date of this action.

### 3. In addition:

- The institution's response to the preconditions is accepted.
- California State University, San Marcos is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- California State University, San Marcos will be placed on the schedule of

**Chapman University**  
**April 2-6, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale**

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, graduates, local school personnel and other individuals professionally associated with the institution. The decision was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon. All Common Standards were judged to have been met, however, standards two and four were judged to have been met minimally.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in Multiple and Single Subject Programs, Pupil Personnel Services Programs in School Counseling and School Psychology, and Administrative Services Programs. In the Education Specialist Credential, all standards were met, except that standard 18, was judged to have been met minimally.
3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards were met, with two having been met minimally. The team further determined that there were numerous compensating strengths in the School of Education and that a stipulation should not be placed on the institution. Compensating strengths included consistent reports from employers across the state that graduates were well prepared, competent, and effective. The team concluded that all credential programs, across the state, were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although the team identified some few areas of concern in this report, the overall quality of the programs is good, and the University is demonstrating a commitment to continuous improvement.

**Team Membership**

<b>Team Leader:</b>	<b>Randall Lindsey</b> University of Redlands
<b>Common Standards Cluster:</b>	<b>Terry Cannings</b> , Cluster Leader Pepperdine University
	<b>Andrea Canady</b> Burbank Unified School District
	<b>Mel Hunt</b> St. Mary's College of California
	<b>Anne Chlebicki</b> California State University, Dominguez Hills
	<b>Mary Williams</b> University of San Diego
	<b>Judy Mantle</b> National University
	<b>Charles Vidal</b> San Joaquin County Office of Education
	<b>Wayne Kurlak</b>

**Basic Credential Cluster:**

**Stacie Curry**, Cluster Leader  
Fowler Unified School District

**Peter Cheoros**  
Lynwood Unified School District

**Lawrence Pleet**  
Los Angeles Unified School District

**Joel Colbert**  
California State University, Dominguez Hills

**Carla Eide**  
College of Notre Dame

**Cynthia Fernandez**  
Acton-Agua Dulce Unifed School District

**Gloria Guzman-Johannssen**  
California Polytechnic State University, Pomona

**Specialist Credential Cluster:**

**Victoria Graf**, Cluster Leader  
Loyola Marymount University

**Peter Kopriva**  
Fresno Pacific University

**Nancy Tatum**  
Diagnostic Center of Northern California

**Services Credential Cluster I:**

**Dan Elliott**, Cluster Leader  
Azusa Pacific University

**Steve Van Zant**  
Chula Vista Elementary School District

**Beverly Neu**  
National University

**Douglas Smith**  
Grossmont Union High School District

**Services Credential Cluster II:**

**Kathleen Romig**, Cluster Leader  
San Juan Unified High School District

**Dale Matson**  
Fresno Pacific University

**Dione Brooks-Taylor**  
Point Loma Nazarene University

**Data Sources**

**DOCUMENTS REVIEWED**

- |                            |                                  |
|----------------------------|----------------------------------|
| University Catalog         | Schedule of Classes              |
| Institutional Self Study   | Advisement Documents             |
| Course Syllabi             | Faculty Vitae                    |
| Candidate Files            | Faculty Minutes                  |
| Fieldwork Handbooks        | Student Portfolios               |
| Follow-up Survey Results   | Evaluation Documents             |
| Needs Analysis Results     | Master Teacher Handbooks         |
| Information Booklets       | Advisory Committee Minutes/Notes |
| Field Experience Notebooks |                                  |

**INTERVIEWS CONDUCTED**



	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. Cluster I	Services Cred. Cluster II	TOTAL
Program Faculty	5	111	92	24	48	27	<b>307</b>
Institutional Administration	4	105	39	5	22	2	<b>177</b>
Candidates		361	184	60	126	19	<b>750</b>
Graduates		125	74	46	37	9	<b>282</b>
Employers of Graduates		34	41	10	16	8	<b>109</b>
Supervising Practitioners		36	62	7	16	10	<b>131</b>
Advisors		48	25	16		5	<b>94</b>
School Administrators		35	29	6	18	3	<b>91</b>
Credential Analyst		13	2			2	<b>17</b>
Advisory Committee		117	82	18	22	3	<b>242</b>
						<b>TOTAL 2200</b>	

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed. Interview numbers consist of both individual and group interviews, including entire classes of students in the programs.

## **B. Committee on Accreditation Action**

### 1. The decision for Chapman University is **ACCREDITATION**

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Education Specialist Credential
  - Mild Moderate/Moderate Severe
- Multiple Subject Credential
  - CLAD/BCLAD Emphasis (Spanish)
- Pupil Personnel Services
  - School Counseling
  - School Counseling Internship
  - School Psychology
  - School Psychology Internship
- Resource Specialist Certificate
- Single Subject Credential

### 2. In addition:

- The institution's response to the preconditions is accepted.
- The Chapman University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- The Chapman University will be placed on the schedule of accreditation visits for

3. The institution is requested to provide a voluntary written response to the questions raised in relation to the concern listed under Common Standard 4, the second concern listed for the Single Subject program and the finding related to Program Standard 18 for the Special Education program.

**Concordia University**  
**March 26-29, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Technical Stipulations**

**Rationale**

The team recommendation for Accreditation with Technical Stipulations was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit, along with additional information requested from administrators during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgements about the professional education unit's operation. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. Seven standards were judged to have been fully met. Standard 8, District Field Supervisors, was judged to have been met minimally with qualitative concerns. There is inconsistency in the orientation of master teachers and supervisors to their roles, resulting in variation in field placement expectations and experiences for candidates.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members for additional clarification. Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas, however, two were not fully met in each program. Each cluster then discussed in detail each program standard that was less than fully met.

The Basic Cluster found that all the standards for the Multiple Subject and Single Subject Credential Programs with CLAD emphasis, and Multiple Subject Internship were met except for Standards 4b and 6, which were judged to have been met minimally with qualitative concerns.

The Preliminary Administrative Services Credential program found all the program standards were met, with the exception of Standards 1 and 12, both met minimally with qualitative concerns.

After the discussion about the standards, the team discussed and then voted on the accreditation recommendation.

3. Overall Recommendation - The decision to recommend Accreditation with Technical Stipulations was, in part, based on team consensus that all Common Standards were met with the exception of Standard 8. Although some program standards were judged to have been met minimally with qualitative concerns, there was consensus among the team members that the deficiencies are operational and administrative in nature. Furthermore, the team determined that the institution has programs of quality and effectiveness. Compensating strengths for the programs included consistent reports from employers that graduates were well prepared, competent, and effective. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation.

**Team Membership**

**Team Leader:**                      **Jeanie Milliken**  
Point Loma Nazarene University

**Common Standards:**            **Grace Grant**

**Basic Credential Cluster: Don Grimes**  
Grant Union High School District

**Michelle Britton Bass**  
Antioch University

**Carmen Delgado Contreras**  
San Mateo County Office of Education

**Services Cluster: Ken Engstrom**  
Fresno Pacific University

**Kathleen Henderson**  
Sonoma Valley Unified School District

**Data Sources**

**DOCUMENTS REVIEWED**

University Catalog	Needs Analysis Results
Institutional Self Study	Program Information Booklets
Course Syllabi	Candidate Files
Student Teaching Handbooks	Master Teacher Handbooks
Follow-up Survey Results	Field Experience Notebooks
Schedule of Classes	Advisement Documents
Faculty Vitae	

**INTERVIEWS CONDUCTED**

	Team Leader	Common Standards Cluster	Basic Credential Cluster	Services Cluster	TOTAL
Program Faculty	4	10	17	7	<b>38</b>
Institutional Administration	8	8	5	11	<b>32</b>
Candidates	10	2	115	11	<b>138</b>
Graduates	5	10	40	3	<b>58</b>
Employers of Graduates	2	3	15	2	<b>22</b>
Supervising Practitioners	4	1	26	2	<b>33</b>
Advisors	2	2	2	4	<b>10</b>
School Administrators	1	6	12	2	<b>21</b>
Credential Analyst		2	1	2	<b>5</b>
University Supervisors		1	18	12	<b>31</b>
Advisory Committee		17	17	17	<b>51</b>
Demonstrations of Technology				2	<b>2</b>
				<b>TOTAL</b>	<b>441</b>

**B. Committee on Accreditation Action**

1. The decision for Concordia University is **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- That the institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should provide for effective role orientation and supervisory training so expectations are clearly understood, especially in relationship to CLAD competencies.
- That the institution provide evidence of a substantive process, including an action plan and timeline, to respond to all program standards which were less than fully met.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential
  - Preliminary
  - Professional
- Multiple Subject Credential
  - CLAD Emphasis
  - CLAD Emphasis Internship
- Single Subject Credential
  - CLAD Emphasis

2. Concordia University is required to provide evidence to Commission staff about the actions taken to respond to all of the technical stipulations noted above within one year of the date of this action.

3. In addition:

- The institution's response to the preconditions is accepted.
- Concordia University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Concordia University will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

**The Master's College**  
**February 7-9, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Technical Stipulations**

**Rationale**

The team recommendation for "Accreditation with Technical Stipulations" was a result of a thorough review and analysis of the Institutional Self-Study Report, additional supporting documents available during the visit, interviews with administrators, faculty, students and other individuals professionally associated with the institution. The decision was based on the following:

**Common Standards** - The Common Standards were first reviewed one by one and then voted on by the entire team. Consensus was reached that all, with the exception of Common Standard three, were fully met.

**Program Standards** - Findings about Program Standards were reviewed by the team. The team discussed each program standard and determined that all program standards were fully met with the exception of Program Standards two and eleven.

The recommendation was based on the unanimous agreement of the team. The team felt that the concerns were of sufficient importance to designate two stipulations for the institution, which are noted in the team report. However, despite the stipulations, the team determined the institution provides quality credential programs with no important deficiencies in preparing competent candidates for the teaching profession.

**Team Membership**

**Team Leader: Marilyn Vaughn**  
Bethany College

**Team Member: Jeff Hittenberger**  
Vanguard University of Southern California

**Team Member: Patricia Geyer**  
Sacramento City Unified School District

## Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
9	Program Faculty	X	Catalog
2	Institutional Administration	X	Institutional Self Study
29	Candidates	X	Course Syllabi
33	Graduates	X	Candidate Files
11	Employers of Graduates	X	Fieldwork Handbook
12	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
16	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
7	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae

## B. Committee on Accreditation Action

1. The decision for The Master's College is **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- That the institution provide evidence of a plan (and its implementation) to recruit part-time and/or full-time faculty representing ethnic/cultural/linguistic diversity.
- That the institution provide evidence that single subject candidates receive instruction in pedagogical strategies specific to the content area in which they will be credentialed.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject
- Single Subject

2. The Master's College is required to provide evidence about the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by Commission staff.

3. In addition:

- The institution's response to the preconditions is accepted.
- The Master's College is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- The Master's College will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale**

The team recommends Accreditation based on the policies of the Accreditation Framework and the findings arrived at after reviewing the Self Study, interviewing all constituencies involved, and examining other documentation provided by the college. The overall strength and effectiveness of the program was confirmed by participants, supervising practitioners, employers of graduates, and the public school community in the service area of the college. The team found that all eight Common Standards were met. The team also found that all Program Standards were met for the Multiple and Single Subjects - CLAD Emphasis program.

**Team Membership**

**Team Chair: Mary Humphreys**  
Buena Park School District

**Team Members: Bob Infantino**  
University of San Diego

**Suzanne Riley**  
California Department of Education

**Data Sources**

INTERVIEWS CONDUCTED*		DOCUMENTS REVIEWED	
17	Program Faculty	x	Catalog
16	Institution Administration	x	Program Document
26	Candidates	x	Course Syllabi
16	Graduates	x	Candidate Files
2	Employers of Graduates	x	Fieldwork Handbook
22	Supervising Practitioners	x	Follow-up Survey Results
4	Advisors	x	Needs Analysis Results
7	School Administrators	x	Information Booklet
3	Credential Analyst	x	Field Experience Notebook
5	Advisory Committee		

\* These numbers represent the total number of individual interviews conducted by the team members.

**B. Committee on Accreditation Action**

1. The decision for Occidental College is **ACCREDITATION**

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential  
CLAD Emphasis
- Single Subject Credential  
CLAD Emphasis

2. In addition:

- The institution's response to the preconditions is accepted.
- Occidental College is permitted to propose new credential programs for

- accreditation by the Committee on Accreditation.
- Occidental College will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

**Pacific Union College**  
**April 9-12, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation**

**Rationale**

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with Pacific Union College. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards - The Common Standards were reviewed carefully and each was voted upon by the entire team. Seven were judged to have been fully met and one was judged to have been met minimally with qualitative concerns.
2. Program Standards - The Program Standards were reviewed carefully and each was voted upon by the entire team. All were judged to have been fully met.
3. Overall Recommendation - The decision to recommend Accreditation was based on the strength of the program. The team received consistent reports from employers that graduates were well prepared, competent, and professional. The team concluded that both credential programs were effective and generally of high quality. Even though one Common Standard was met minimally, the team determined that there were sufficient compensating strengths in the Program Standards and other Common Standards, especially those related to Advice and Assistance and School Collaboration, that a stipulation should be not be placed on the institution. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although some areas of concern are noted in this report, the overall quality of the programs is good.

**Team Membership**

**Team Leader:** **Marilyn Draheim**  
University of the Pacific

**Team Members:** **Cris Guenter**  
California State University, Chico

**Starla Wierman**  
Winters Joint Unified School District

**Data Sources**

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
6	Program Faculty	X	Catalog
3	Institutional Administration	X	Institutional Self Study
1	University Education Dept. Chair	X	Course Syllabi
58	Candidates	X	Candidate Files
14	Graduates	X	Fieldwork Handbook
5	Employers of Graduates	X	Follow-up Survey Results
25	Supervising Practitioners		Needs Analysis Results
10	School Administrators	X	Information Booklet

1	Credential Analyst	X	Field Experience Notebook
4	Advisory Committee	X	Schedule of Classes
7	Advisors	X	Advisement Documents
5	Subject Matter Faculty	X	Faculty Vitae
		X	Other
<b>TOTAL 139</b>			

## B. Committee on Accreditation Action

1. The accreditation decision for Pacific Union College and all of its credential programs is **ACCREDITATION**

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential  
CLAD Emphasis
- Single Subject Credential  
CLAD Emphasis

2. In addition:

- The institution's response to the preconditions is accepted.
- Pacific Union College is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Pacific Union College will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

## Pepperdine University March 12-15, 2000

## A. Accreditation Team Report Information

### Team Recommendation: Accreditation

#### Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution. The decision was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all Program Standards were fully met in all program areas.
3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards and all Program Standards were fully met. The team further determined that there were numerous strengths in the programs of Pepperdine University. There were consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all credential programs were effective and of high quality. Although the team identified some areas of concern in this report, the overall quality of the programs is very strong. Therefore, the team reached the decision that the evidence gathered clearly supported the above accreditation recommendation.

#### Team Membership

**Team Leader:** **Mark Cary**  
Davis Joint Unified School District

**Common Standards Cluster:** **Marsha Savage**, Cluster Leader  
California Baptist University

**Dave Baker**  
Azusa Unified School District

**Virginia Matus-Glenn**  
Lake Tahoe Unified School District

**Basic Credential Cluster:** **Chris Hopper**, Cluster Leader  
Humboldt State University

**Magdalena Ruz Gonzalez**  
Pacific Oaks College

**Bettie Howser**  
Moreno Valley Unified School District

**Dianne Kingsland**  
Yorba Linda-Placentia Unified School District

**Paula Bowers**  
Lake Elsinore Unified School District

**Beth Bythrow**  
Los Angeles Unified School District

**Sheryl Santos**  
California State University, Bakersfield

**Mel Lopez**  
Chapman University

**Advanced Credential Cluster:** **Marcel Soriano**, Cluster Leader  
California State University, Los Angeles

**Bob Reimann**  
Los Angeles Unified School District

**Laurene Payne**  
East Side Unified School District

**Rita King**  
California State Polytechnic University, San Luis Obispo

## Data Sources

### DOCUMENTS REVIEWED

University Catalog  
Institutional Self Study  
Course Syllabi  
Candidate Files  
Fieldwork Handbooks  
Follow-up Survey Results  
Information Booklets  
Field Experience Notebooks  
Schedule of Classes  
Advisement Documents  
Faculty Vitae  
Credential Handbook  
Adjunct Faculty Handbook

### INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Adv Cred. Cluster	TOTAL
Program Faculty		12	37	35	<b>84</b>
Institutional Administration	5	14	17	22	<b>58</b>
Candidates	6	16	62	34	<b>118</b>
Graduates		22	35	30	<b>87</b>
Employers of Graduates	2	8	10	10	<b>30</b>
Supervising Practitioners		12	19	10	<b>41</b>
Advisors		3	6	14	<b>23</b>
School Administrators		1	10	10	<b>21</b>
Credential Analyst		1	4	3	<b>8</b>
Advisory Committee	3	5	9	9	<b>26</b>
				<b>TOTAL</b>	<b>496</b>

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

## B. Committee on Accreditation Action

### 1. The decision for Pepperdine University is **ACCREDITATION**

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential
  - Preliminary
  - Professional
- Multiple Subject Credential
  - CLAD Emphasis
- Single Subject Credential
  - CLAD Emphasis

### 2. In addition:

- The institution's response to the preconditions is accepted.
- Pepperdine University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Pepperdine University will be placed on the schedule of accreditation visits for the 2005 - 2006 academic year.

**Point Loma Nazarene University**  
**February 13 -15 and February 27-March 1, 2000**

## A. Accreditation Team Report Information

**Team Recommendation: Accreditation with a Substantive Stipulation**

## Rationale

The team recommendation was based on data gathered from reading the institutional self-study, reviewing supplementary documents, and interviewing the various constituents. The team voted on each Common Standard and reviewed each program standard that was less than fully met. The team then voted on the accreditation recommendation. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards: All Common Standards were judged to have been fully met.
2. Program Standards: Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members. Following their presentation, the team discussed each program area and determined that all standards in the Multiple Subject/CLAD, Single Subject/CLAD and Administrative Services Credential programs were fully met.

With respect to the Pupil Personnel Services Credential program, the team found that two standards were not met, and two standards were met minimally with qualitative concerns.

Although there were areas of deficiency noted in the report, the team agreed that the overall quality of the programs was not compromised. There was consensus among the team members, however, that the institution should be required to provide a response to the Committee on Accreditation about each of the areas of deficiency within one year of the visit.

## Team Membership

**Team Leader:** **Victoria Courtney**  
St. Mary's College

**Common Standards Cluster:** **Bill Watkins**, Cluster Leader  
Davis Joint Unified School District (Retired)

**Roger Harrell**  
Azusa Pacific University

**Basic Credential Cluster:** **Nancy Brashear**, Cluster Leader  
Azusa Pacific University

**Cameron McCune**  
Walnut Valley Unified School District

**Patricia Ennis**  
The Masters College

**Services Credential Cluster:** **Woodrow Hughes**, Cluster Leader  
Pepperdine University

**Mark Fulmer**  
Saugus Union Elementary District

**Audrey Hurley**  
San Francisco State University

**Loretta Whitson**  
Monrovia Unified School District

## Data Sources

### DOCUMENTS REVIEWED

X	Catalog
X	Program Document
X	Course Syllabi

X	Candidate Files
X	Fieldwork Handbook
X	Follow-up Survey Results
X	Needs Analysis Results
X	Information Booklet
X	Field Experience Notebook
X	Schedule of Classes
X	Advisement Documents
X	Faculty Vitae

**INTERVIEWS CONDUCTED**

	Team Leader	Common Standard	MS SS CLAD	Admin. Services	PPS
Program Faculty	5	26	17	11	14
Institutional Administrators	2	12	4	4	1
Candidates	0	39	95	59	24
Graduates	7	28	14	29	18
Employers	6	11	18	12	8
Supervising Practitioners	2	12	11	2	1
Advisors	1	12	6	5	0
School Administrators	11	11	17	19	5
Credential Analyst	0	2	2	2	2
Advisory Committee	0	25	3	13	5
<b>Total:</b>	<b>34</b>	<b>178</b>	<b>187</b>	<b>156</b>	<b>78</b>
<b>Grand Total: 633</b>					

**B. Committee on Accreditation Action**

1. The decision for Point Loma Nazarene University is **ACCREDITATION WITH A SUBSTANTIVE STIPULATION**

Following is the stipulation:

That the institution provide evidence that the Pupil Personnel Services - School Counseling program is aligned with the PPS standards in the following curricular areas:

- theoretical underpinnings of comprehensive school counseling and guidance program planning, development, implementation and evaluation;
- consultation theory, models and processes; and
- coordination and supervision of comprehensive school counseling and guidance programs.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential  
Preliminary

Professional

- Multiple Subject Credential  
CLAD/BCLAD Emphasis (Spanish)
- Single Subject Credential  
CLAD/BCLAD Emphasis (Spanish)
- Pupil Personnel Services Credential  
School Counseling

2. Point Loma Nazarene University is required to provide evidence of implementation and evaluation of the new curriculum described above within one year of the date of this action, to be verified by a focused team re-visit.

3. In addition:

- The institution's response to the preconditions is accepted.
- Point Loma Nazarene University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Point Loma Nazarene University will be placed on the schedule of accreditation visits for the 2005-06 academic year.

## San Francisco State University

March 25-29, 2000

### A. Accreditation Team Report Information

#### Team Recommendation: Accreditation with a Technical Stipulation

##### Rationale

San Francisco State University has a large unit with an extensive listing of credential programs. (The total unit includes all credential programs in the College of Education and the PPS credentials that are housed and administered in the College of Health and Human Services and the College of Behavioral and Social Sciences.) These programs include traditional on-campus programs, internship and institute programs offered in conjunction with several school districts, and a distance learning program. These programs were reviewed by a large, merged COA/NCATE Team. The team recommendation of accreditation with a technical stipulation is based on information gathered through Institutional Self Study reports for each credential program; a review of extensive supporting documentation in the documents room; visits to several off-campus sites; and interviews with University administrators, faculty, staff members, current students, program graduates, public school administrators, and other individuals professionally associated with the College of Education, the total unit, and the University.

The decision pertaining to the accreditation status of the College of Education and the unit was based on the following:

1. Common Standards - The Common Standards were assigned specifically to the common standards cluster composed of two COA members and four NCATE members, with input requested from each member of the program clusters. The members of the common standards cluster compiled information from the entire team about each of the Common Standards and the four NCATE Categories, and then presented a summary of findings for review by the entire team. The entire team voted approval of the findings, and judged that all Common Standards were met.
2. Program Standards - Results of the reviews of standards for each of the individual credential programs were presented to the entire team by cluster leaders with additional comments from cluster team members. Following discussion of each program, the team concluded that program standards were either met, or met minimally with either quantitative or qualitative concerns. The team then discussed in detail each program standard that was less than fully met.

After discussion about the standards for each credential program, the team discussed and then voted on the accreditation recommendation.

3. Overall Recommendation - The decision to recommend accreditation with a technical stipulation was based on team consensus that all Common Standards were met. The team determined that all program standards were either met or met minimally with

qualitative or quantitative concerns. On the basis of those findings the team determined that a finding of "Accreditation with a Technical Stipulation" was the appropriate recommendation.

## Team Membership

<b>Team Leader:</b>	<b>Lamar Mayer</b> (Visit Co-Chair) California State University, Los Angeles
<b>Common Standards Cluster:</b>	<b>Jan McCarthy</b> , Cluster Leader (Visit Co-Chair) University of South Florida
	<b>Blake West</b> Blue Valley, Unified School District (KS)
	<b>Li Jun Jin</b> Towson University (NJ)
	<b>Lynn Montgomery</b> Association of Teacher Education
	<b>Jim Scott</b> , Chair Eureka City Elementary & High School District
	<b>Delores Escobar</b> San Jose State University (Emeritus)
<b>Basic Credential Cluster:</b>	<b>Kathleen Taira</b> , Cluster Leader California State University, Dominguez Hills
	<b>Marian Reimann</b> Los Angeles Unified School District
	<b>Judith Greig</b> College of Notre Dame
	<b>Susan Watts</b> Benicia Unified School District
	<b>Don Bonney</b> Grossmont Union High School District
	<b>Howard Drucker</b> Cal Poly, San Luis Obispo
<b>Specialist Credential Cluster:</b>	<b>Karl Skindrud</b> , Cluster Leader California State University, Dominguez Hills
	<b>Jamie Dote-Kwan</b> California State University, Los Angeles
	<b>Erica Hansen</b> Santa Clarita Valley SELPA
	<b>Rhonda Johnson</b> Ramona Unified School District
<b>Services Credential Cluster:</b>	<b>Gene Gallegos</b> , Cluster Leader California State University, Bakersfield
	<b>Marcia Weill</b> Folsom Cordova Unified School District
	<b>Louis Shaup</b> Bonita Unified School District (Retired)
	<b>Marianne Pennekamp</b> Humboldt State University

Data Sources

**DOCUMENTS REVIEWED**

University Catalog	Information Booklets
Institutional Self Study	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	Log of Clinic Hours
Needs Analysis Results	

**INTERVIEWS CONDUCTED**

	Team Leader	Common Standards Team	Basic Credential Cluster	Reading Cluster	Specialist Cluster	Services Cluster	Total
Program Faculty	3	13	52	10	32	33	<b>143</b>
Institutional Administration	9	7	15	-	3	3	<b>37</b>
Candidates	6	10	134	28	78	53	<b>309</b>
Graduates	12	6	30	2	14	16	<b>80</b>
Employers of Graduates	2	3	13	1	14	1	<b>34</b>
Supervising Practitioners	11	12	36	-	11	16	<b>86</b>
Advisors	-	9	5	-	2	2	<b>18</b>
School Administrators	4	7	23	1	4	8	<b>47</b>
Credential Analysts	3	5	7	-	-	2	<b>17</b>
Advisory Committee	-	-	5	1	9	4	<b>19</b>
<b>Total Interviews 790</b>							

**B. Committee on Accreditation Action**

1. The decision for San Francisco State University is **ACCREDITATION WITH A TECHNICAL STIPULATION**

Following is the stipulation:

- That the Institution provide evidence that all program standards not fully met have been appropriately addressed within one year.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential
  - CLAD/BCLAD Emphasis (Spanish, Cantonese)
  - CLAD/BCLAD Emphasis (Spanish, Cantonese) Internship
  - Middle Level Emphasis
  - Early Childhood Emphasis
- Single Subject Credential
  - CLAD/BCLAD (Spanish) Emphasis

CLAD/BCLAD (Spanish) Emphasis Internship

Middle Level Emphasis

- Reading and Language Arts Specialist Credential
- Designated Subjects Credential
  - Adult Education
  - Vocational Education
- Education Specialist Credential - Level I and Level II
  - Early Childhood Special Education
  - Deaf and Hard-of-Hearing
  - Mild/Moderate
  - Moderate/Severe
  - Physical and Health Impairment
  - Visual Impairment
- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Pupil Personnel Services
  - School Counseling
  - School Counseling Internship
  - School Psychology
  - School Psychology Internship
  - School Social Work
- Clinical or Rehabilitative Services
  - Language, Speech, and Hearing
  - Audiology
  - Orientation and Mobility
  - Special Class Authorization

2. San Francisco State University is required to provide written evidence to Commission staff and the team chair about the actions taken to respond to the technical stipulation stated above within one year of the date of this action.

3. In addition:

- The institution's response to the preconditions is accepted.
- San Francisco State University is permitted to propose new credential program for accreditation by the Committee on Accreditation.
- San Francisco State University is placed on the schedule of accreditation visits for the 2004-2005 academic year.

## University of California, Berkeley

**April 25-28, 1999 and October 6-8, 1999**

### **A. Accreditation Team Report Information**

#### **Team Recommendation: Accreditation with a Technical Stipulation**

##### **Rationale**

Based on the review of the self-study documents, interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution, as well as additional supporting documents made available during the visit, the team unanimously recommends a finding of Accreditation with a Technical Stipulation. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about professional education at the University of California, Berkeley. This decision was based on the following:

1. Common Standards - The Common Standards were reviewed one by one and then voted upon by the entire team. Six were judged to have been fully met, and two were judged to have been met minimally. The two standards judged to have been met minimally were based on a lack of cohesiveness in unit management/coordination across credential programs housed in the three schools - Graduate School of Education, University of California, Berkeley Extension, and the School of Social Welfare, and an overall inconsistency in the implementation of planned program evaluation activities.

2. Program Standards - Findings on Program Standards were presented by individuals reviewing each credential program. Following each presentation, the team discussed each program area. The team determined that all program standards were met in all program areas, although one standard was less than fully met with quantitative concerns. Specifically, additional attention needs to be given to field placements in the single subject programs so that opportunities to work with English learners are consistently available.
3. Overall Recommendation - The decision to recommend Accreditation with a Technical Stipulation is based on the fact that overall, consistently high quality was evidenced within all the credential programs, and that a high degree of institutional attention to the programs, including a strong infrastructure for the direction and coordination of each individual program, small cohort size, and joint staffing by professional education and research faculty results in an outstanding educational experience for candidates. However, the technical stipulation is based on the findings related to the Education Leadership and the Evaluation Common Standards. While there is some evidence of improved inter-unit communication and collaboration, further efforts in this area are necessary and will enhance the future development and growth of all credential programs.

### Team Membership

- Team Leader:** **Barbara Merino**  
University of California, Davis
- Common Standards Cluster:** **Carol Bartell**  
California Lutheran University
- David Baker**  
Azusa Unified School District
- Basic Credentials Cluster:** **Pamela Bailis**  
University of California, Los Angeles
- Andrea Guillaume**  
California State University, Fullerton
- Kristi Kraemer**  
Sacramento County Office of Education
- Services Credential Cluster:** **Simon Dominguez**  
San Jose State University
- Marcia Weill**  
Folsom-Cordova Unified School District
- Designated Subjects Cluster:** **Collette Fleming**  
Grossmont Union High School District
- Maida Hastings**  
University of California, Los Angeles Extension

### Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
98	Program Faculty	X	Catalog
41	Institution Administration	X	Program Document
170	Candidates	X	Course Syllabi
31	Graduates	X	Candidate Files
17	Employers of Graduates	X	Fieldwork Handbook
47	Supervising Practitioners		Follow-up Survey Results

6	Advisors	X	Needs Analysis Results
20	School Administrators	X	Information Booklet
5	Credential Analyst	X	Field Experience Notebook
17	Advisory Committee	X	Research Reports
		X	Faculty Vitae
		X	Student Portfolios & Logs
		X	Web Site

## B. Committee on Accreditation Action

1. The decision for University of California, Berkeley and all of its credential programs is **ACCREDITATION WITH A TECHNICAL STIPULATION**

Following is the stipulation:

- The institution is required to provide evidence of continued efforts to improve cohesiveness of leadership and coordination across all credential programs, especially as related to Common Standards One and Four.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Designated Subjects Credential
  - Adult Education
  - Vocational Education
- Multiple Subject Credential
  - Basic (Developmental Teacher Education)
  - CLAD Emphasis Internship (California Urban Partnership)
- Single Subject Credential
  - Basic (MACSME)
  - Emphasis (English)
- Pupil Personnel Services
  - School Psychology
  - School Psychology Internship
  - School Social Work
  - Child Welfare and Attendance
- Reading/Language Arts Specialist Credential

2. University of California, Berkeley is required to provide evidence to the Commission staff about the actions in response to the above stipulation within one year of the date of this action, in the form of a written report.

3. In addition:

- The institution's response to the preconditions is accepted.
- University of California, Berkeley is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- University of California, Berkeley will be placed on the schedule of accreditation visits for the 2004-2005 academic year for a COA visit.

**University of California, Los Angeles**

**May 7-10, 2000**

## A. Accreditation Team Report Information

### Team Recommendation: Accreditation

#### Rationale

The overall quality of programs at University of California, Los Angeles (UCLA) is extremely high in the judgement of the team based on its findings. The findings were identified through interviews with candidates, graduates, ladder and clinical faculty, university administrators

and staff, university supervisors, university field supervisors, coordinators, guiding teachers and mentors, agency field instructors, school administrators and employers; program documents; advisement materials; university catalog, and other Graduate School of Education and Information Studies (GSE&IS), School of Public Policy and Social Research, and UCLA Extension documents.

The team reached a consensus decision to recommend Accreditation. It found that seven Common Standards were fully Met, and one Common Standard, Standard 8, District Field Supervisors, was Met Minimally with Qualitative Concerns. Interviews and documentation revealed inconsistent evidence on the efficacy of guiding teachers in the Center X Multiple and Single Subjects CLAD/BCLAD programs, and on the sufficiency of mentor teachers in the University Extension Multiple Subjects Intern Program.

Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members. Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas; however a few were not fully met. The team then discussed in detail each program standard that was less than fully met. In the Center X Multiple Subjects Program, Standards 4a and 9 were Met Minimally with Qualitative Concerns. In the Center X Single Subject Program, Standards 4b and 9 were Met Minimally with Qualitative Concerns. In the University Extension Multiple Subjects Intern Program, Standard 9 was Met Minimally with Qualitative Concerns. While there are areas of concern noted in regard to Common and Program Standards, on balance, these are mitigated by the overall high quality of the institution, and compensating strengths within these credential programs when all sources of evidence are considered.

### Team Membership

- Team Leader:** **Jesus Cortez**  
California State University, Chico
- Common Standards Cluster:** **Irv Hendrick**, Cluster Leader  
University of California, Riverside
- Felicia Bessent**  
Elk Grove Unified School District
- Basic Credential Cluster:** **Lu Chang**, Cluster Leader  
College of Notre Dame
- Mark Baldwin**  
California State University, San Marcos
- Wanda Baral**  
Ocean View Unified School District
- Alice Bullard**  
Newark Unified School District
- Specialist Credential Cluster:** **Philip Lucero**, Cluster Leader  
Anaheim Union High School District
- Colette Fleming**  
Grossmont Union High School District
- Services Credential Cluster:** **Nancy Brownell**, Cluster Leader  
Institute for Education Reform, California State University
- LaVerne Aguirre**  
Alum Rock Unified School District

### Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
60	Program Faculty	X	Catalog
36	Institution Administration	X	Program Documents

117	Candidates	X	Course Syllabi
56	Graduates	X	Candidate Files
33	Employers of Graduates	X	Fieldwork Handbooks
34	Supervising Practitioners	X	Follow-up Survey Results
20	Advisors	X	Budgets
52	School Administrators	X	Information Booklets
8	Credential Analyst	X	Field Experience Notebook
26	Advisory Committee	X	Candidate Portfolios
		X	Faculty Vitae
382	GRAND TOTAL	X	Faculty Publications

## B. Committee on Accreditation Action

1. The decision for the University of California, Los Angeles (UCLA) is **ACCREDITATION**

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential  
Professional
- Designated Subjects Credential  
Adult Education  
Vocational Education
- Multiple Subjects Credential  
CLAD & BCLAD Emphasis (Spanish, Korean) - Center X  
CLAD & BCLAD Emphasis Internship (Spanish, Korean) - Center X  
CLAD Emphasis Internship - University Extension
- Single Subject Credential  
CLAD & BCLAD Emphasis (Spanish, Korean) - Center X  
CLAD & BCLAD Emphasis Internship (Spanish, Korean) - Center X
- Pupil Personnel Services Credential  
School Social Work  
Child Welfare and Attendance

2. In addition:

- The institution's response to the preconditions is accepted.
- UCLA is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- UCLA will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

**University of California, Santa Cruz**  
**May 7-10, 2000**

## A. Accreditation Team Report Information

### Team Recommendation: Accreditation

#### Rationale

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then

agreed upon by the team. All but one was judged to have been fully met.

2. Program Standards - Findings about program standards were presented to team members, they were each discussed and were found to be met by all members of the team.

The recommendation was based on the unanimous agreement of the team. The team felt that the concerns which are stated in the report were not sufficient to designate stipulations for the institution. The team determined that the institution provides quality credential programs with no important deficiencies in preparing competent candidates for the teaching profession.

### Team Membership

- Team Leader: Dennis Evans**  
University of California, Irvine
- Team Member: Beverly Young**  
California State University, Office of the Chancellor
- Team Member: Donna Uyemoto**  
New Haven Unified School District
- Team Member: Karen Wheeler**  
Fresno Unified School District

### Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
17	Program Faculty	X	Catalog
3	Institutional Administration	X	Institutional Self Study
43	Candidates	X	Course Syllabi
27	Graduates	X	Candidate Files
5	Employers of Graduates	X	Fieldwork Handbook
16	Supervising Practitioners	X	Follow-up Survey Results
11	Advisors	X	Needs Analysis Results
13	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
0	Advisory Committee	X	Schedule of Classes
2	Department Staff	X	Advisement Documents
		X	Faculty Vitae

### B. Committee on Accreditation Action

1. The decision for the University of California, Santa Cruz is **ACCREDITATION**

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential  
CLAD/BCLAD (Spanish) Emphasis  
CLAD/BCLAD Internship
- Single Subject Credential  
CLAD/BCLAD (Spanish) Emphasis

2. In addition:

- The institution's response to the preconditions is accepted.

- University of California, Santa Cruz is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- University of California, Santa Cruz will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

3. The institution is requested to provide a voluntary written response to the questions and concerns listed in the Team Report under Common Standards 3, 4, 6, 7 and 8.

**Los Angeles Unified School District**  
**March 6-8, 2000**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Substantive Stipulations**

**Rationale**

The team recommendation for Accreditation with Substantive Stipulations was the result of a review of the Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the district. The decision was based upon the following:

1. Common Standards - Based on evidence provided by review of documents and interviews with constituent groups, the accreditation team finds that all standards are fully met with the exception of Common Standard Four, Evaluation, which is minimally met with qualitative concerns.
2. Program Standards - Based on evidence collected from review of the self study report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for all of the Multiple and Single Subject Programs. The programs meet the professional needs of students from varying backgrounds in the Los Angeles Unified School District.

For the Education Specialist Programs, the team determined that for the Level I program, one program standard is not met and two standards are met minimally. For the Level II program, three program standards are not met and five standards are met minimally.

3. Overall Recommendation - Based upon the evidence gathered by the Accreditation Team through document review and interviews, the team recommends the accreditation status of Accreditation with Substantive Stipulations. The district should have one year to address and correct the deficiencies for those standards not fully met. The team recommends that the remediation be reviewed by the Education Specialist Cluster. The overall quality of the Los Angeles Unified School District Intern Program is excellent. Although the deficiencies in the Education Specialist Credential Level II Program were significant, it is the judgment of the team that the Education Specialist Program has the capacity to correct all of the areas of concern noted in the report within the specified time period.

**Team Membership**

- Team Leader:** **Juan Flores**  
California State University, Stanislaus
- Common Standards Cluster:** **Jean Houck**, Cluster Leader  
California State University, Long Beach
- Ruben Ingram**  
School Employers Association
- Basic Credential Cluster:** **Helene T. Mandell**, Cluster Leader  
California State University, Monterey Bay
- Patricia Carrillo-Hurtado**  
Fresno Unified School District

**Barbara Price**  
California Polytechnic State University, Pomona

**Jeanie Riddell**  
La Canada Unified School District

**Education Specialist Cluster: Colleen Shea Stump**, Cluster Leader  
San Francisco State University

**Jane Duckett**  
National University

## Data Sources

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
73	Program Faculty	x	Catalog
28	Institutional Administration	x	Institutional Self Study
85	Candidates	x	Course Syllabi
61	Graduates	x	Candidate Files
16	Employers of Graduates	x	Fieldwork Handbook and Portfolio Handbook
39	Supervising Practitioners(Mentors)		Follow-up Survey Results
20	Advisors	x	Needs Analysis Results
24	School Administrators	x	Information Booklet
2	Credential Analyst	x	Field Experience Notebook
5	Advisory Committee	x	Schedule of Classes
4	Site Coordinators	x	Advisement Documents
3	School Board Members	x	Faculty Vitae
		x	Portfolio/Journals

## B. Committee on Accreditation Action

1. The decision for the Los Angeles Unified School District Internship Program is **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the district provide evidence of the complete implementation of the evaluation standard which includes evidence of the systematic collection of information from all required constituencies, especially from graduates and employers.
- That the district provide evidence of actions taken to address all program standards less than fully met in the Education Specialist Credential Programs.

On the basis of this decision, the district is authorized to recommend candidates for the following credentials:

- Multiple Subject Internship Credential  
Multiple Subject BCLAD Emphasis (Spanish)
- Single Subject Internship Credential
- Education Specialist Internship (Level I)  
Mild to Moderate Disabilities
- Education Specialist (Level II)  
Mild to Moderate Disabilities

2. The Los Angeles Unified School District is required to provide evidence of the actions taken to respond to all of the stipulations within one year of the date of this action, to be verified by a team re-visit.

3. In addition:

- The agency's response to the preconditions is accepted.
- The Los Angeles Unified School District is permitted to propose new district internship credential programs for accreditation by the Committee on Accreditation.
- The Los Angeles Unified School District will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

**Ontario-Montclair School District**  
**October 25-27, 1999**

**A. Accreditation Team Report Information**

**Team Recommendation: Accreditation with Substantive Stipulations**

**Rationale**

The team finds that the overall quality of the Ontario-Montclair District Intern Program is excellent. However, there are deficiencies within the BCLAD program that directly affect the quality of the preparation of the BCLAD interns.

The recommended stipulations are:

- The reading course be modified to include instruction in the teaching of reading in Spanish.
- The field experience for BCLAD candidates be in appropriate bilingual placements.
- Interns be supported by appropriately credentialed bilingual support providers.

**Team Membership**

**Team Leader: Juan Flores**  
CSU, Stanislaus

**Team Member: Joan Sellers**  
CSU, Monterey Bay

**Data Sources**

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
13	Program Faculty	X	Intern Handbook
13	Program and District Administration and Staff	X	Program Document
44	Candidates	X	Course Syllabi
30	Graduates	X	Candidate Files
5	Employers of Graduates/ School Administrators	X	Handbooks for Support Provider, Faculty, Cooperating Teachers, Assessors, Evaluators, and New Teacher Orientation Handbook
6	Assessors	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis
2	Credential Analyst	X	Admissions Interview Questions and Rubric
7	Advisory Committee	X	Field Experience Notebook
9	Cooperating Teachers	X	Faculty Vitae
7	Support Providers	X	Intern Portfolio & Logs
		X	English Language Learners Master Plan

X	District Curriculum Plan
X	Professional Development Plan
X	Application Packet

## B. Committee on Accreditation Action

1. The decision for Ontario-Montclair School District is **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- The reading course be modified to include instruction in the teaching of reading in Spanish.
- The field experience for BCLAD candidates be in appropriate bilingual placements.
- Interns be supported by appropriately credentialed bilingual support providers.

On the basis of this decision, the agency is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential  
Multiple Subject BCLAD Emphasis (Spanish) Internship

2. Ontario-Montclair School District is required to provide evidence to the Commission staff about the actions taken in response to the above stipulations within one year of the date of this action, to be verified by a staff re-visit.

3. In addition:

- Ontario-Montclair School District's response to the preconditions is accepted.
- Ontario-Montclair School District is permitted to propose new District Internship credential programs for accreditation by the Committee on Accreditation.
- Ontario-Montclair School District will be placed on the schedule of accreditation visits for the 2005-2006 academic year.

# APPENDIX B

## Initial Program Accreditation Actions Taken by the Committee on Accreditation 1999-2000

### Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 1999-2000 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

### Initial Accreditation Based Upon Panel Review

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the appropriate review panels. Each of the institutions listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate review panels following the procedures adopted by

the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

**A. Non-university Programs of Professional Development for the Professional Administrative Services Credential**

Association of School Administrators	School Business Managers Academy
	Personnel Academy
California Foundation for Improvement of Employer-Employee Relations	Superintendent's Academy
	Superintendent's Of Districts Less than 2,500 ADA Academy
	Facilitator Training Certificate Program (128 Hours)
	Five Course Packages (28-42 Hours)

**B. Programs of Professional Preparation for the Education Specialist Credential and Clinical Rehabilitative Services Credentials**

California Baptist University

Preliminary Level I  
Mild/Moderate Disabilities

California Lutheran University

Preliminary Level I Internships in  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

California State Polytechnic University, San Luis Obispo

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

California State University, Bakersfield

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

California State University, Fresno

Professional Level II  
Deaf and Hard of Hearing

California State University, Hayward

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

California State University, Long Beach

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

California State University, Sacramento

Preliminary Level I and Professional Level II  
Early Childhood Special Education  
Early Childhood Special Education Certificate

California State University, San Marcos

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

California State University, Stanislaus

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

San Diego State University

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Early Childhood Special Education  
Early Childhood Special Education Certificate

Sonoma State University

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

St. Mary's College of California

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

University of the Pacific

Professional Level II  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities

### **C. Programs of Professional Preparation for the Adapted Physical Education Credential**

California State University, San Bernardino  
California State University, Chico  
California State University, Los Angeles  
California State University, Northridge  
Humboldt State University

### **D. Programs of Professional Preparation for the Reading and Language Arts Specialist Credential**

#### **Reading Certificate**

Fresno Pacific University  
Humboldt State University  
California State University, Long Beach  
California State University, Sacramento  
University of California, Davis (Extension)  
University of California, Riverside (Extension)

#### **Reading and Language Arts Specialist Credential**

California State University, Long Beach  
California State University, Sacramento

### **E. Programs of Professional Preparation for the Multiple Subject Credential in the Accreditation Pilot Project Sponsored by Out-of-State Institutions Pursuant to Assembly Bill 2730 (Mazzoni)**

City University (State of Washington)

Multiple Subject

Multiple Subject CLAD Emphasis

Nova Southeastern University (State of Florida)

Multiple Subject

Multiple Subject CLAD Emphasis

Accreditation is for the duration of the Accreditation Pilot Project, and subject to the institution's satisfactory participation in the Pilot Project.

#### **F. Blended Programs of Undergraduate Teacher Preparation**

California State University, Bakersfield

California State University, Dominguez Hills

California State University, Fullerton

California State University, Long Beach

California State University, Los Angeles (Mathematics and Multiple Subjects/CLAD Emphasis)

California State University, Stanislaus

Humboldt State University

United States International University

#### **Initial Accreditation Based Upon Staff Review**

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the Commission consultants. Each of the institutions listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate consultant following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

#### **A. Programs of Professional Preparation for the Multiple and Single Subject Credentials**

California State University, Monterey Bay

Multiple Subject: CLAD/BCLAD Emphasis Internship Program

California State University, Stanislaus

Single Subject Internship

Chapman University

Multiple Subject CLAD Emphasis Internship

Dominican College

Multiple Subject CLAD Emphasis Internship

Single Subject CLAD Emphasis Internship

Hope International University

Single Subject CLAD Emphasis

National University

Multiple Subject CLAD/BCLAD Emphasis Internship

Single Subject CLAD/BCLAD Emphasis Internship

San Diego State University

Single Subject CLAD Emphasis (Imperial Valley Campus)

University of California, Berkeley

Multiple Subject CLAD Emphasis (Developmental Teacher Education)

Multiple Subject CLAD Emphasis Internship  
(Conversion from Experimental - CalPIP Extension Program)

University of California, Los Angeles

Multiple Subject CLAD Emphasis Internship  
(Urban Internship-Conversion from Experimental-Extension Program)  
Multiple Subject CLAD Emphasis Internship (Center X)  
Single Subject CLAD Emphasis Internship (Center X)

University of La Verne

Multiple Subject CLAD/BCLAD (Spanish) Emphasis  
Single Subject CLAD/BCLAD Emphasis (Spanish) Internship  
(adds BCLAD to existing CLAD)

**B. Programs of Professional Preparation for the Health Services (School Nurse) Credential**

California State University, Bakersfield  
California State University, San Bernardino

**Special Teaching Authorization in Health**  
California State University, Sacramento

**C. Programs of Professional Preparation for the Library Media Services Credential**

California State University, Sacramento

**D. Programs of Professional Preparation for the Pupil Personnel Services Credential**

California Lutheran University

Pupil Personnel Services Program with Specialization in School  
Counseling and Child Welfare and Attendance

California State University Northridge

School Counseling Internship

California State University, San Bernardino

School Social Work

Fresno Pacific University

Pupil Personnel Services Internship Program with Specialization in School  
Psychology

Loyola Marymount University

Pupil Personnel Services Internship Program with Specialization in School  
Psychology

University of Southern California

School Counseling  
School Psychology

# Additional Accreditation Actions Taken by the Committee on Accreditation 1999-2000

## Introduction

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 1999-2000 academic year. Actions include the withdrawal of programs, removal of accreditation stipulations and changing of accreditation status.

### A. Withdrawal of Professional Preparation Programs

In October 1999, the Committee approved the voluntary withdrawal of the Programs of Professional Preparation for the Multiple and Single Subject BCLAD (Spanish) Emphasis and the Specialist in Special Education - Mild/Moderate at **Point Loma Nazarene University**.

In October 1999, the Committee approved the voluntary withdrawal of the Program of Professional Preparation for the Pupil Personnel Services: School Counselor Credential at the **University of California, San Diego**.

In October 1999, the Committee approved the voluntary withdrawal of the Program of Professional Preparation for the Child Welfare and Attendance Services Specialization for the Pupil Personnel Services Credential at **Chapman University**.

All three programs no longer accept candidates and the programs are not included in any continuing accreditation visits. A withdrawn program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the policies of the Committee on Accreditation. From the date in which candidates were no longer admitted to the program the institution must wait at least two years before requesting re-accreditation of the program.

### B. Removal of Accreditation Stipulations and Change of Institutional Accreditation Status

In January 2000, the Committee voted to remove the remaining stipulation related to the Reading/Language Arts Specialist Credential Program at **San Jose State University**. At its meeting in June 1999, the Committee on Accreditation acted to remove the first four stipulations but continue the stipulation on the Reading/Language Arts Specialist program until Fall 1999, in order to schedule a team re-visit for the program. A re-visit was conducted on December 6, 1999. All areas of concern noted in the original team report for the Reading/Language Arts Specialist Program were addressed. The Committee also voted to change the accreditation status of San Jose State University from "Accreditation with Substantive Stipulations" to "Accreditation" based on the removal of all stipulations.

In April 2000, the Committee voted to remove the technical stipulations placed upon **Biola University** based on the Accreditation Team Leader and Commission Staff focused revisit to the institution and evaluation of the institutional response to the stipulations. The Committee also voted to change the accreditation status of Biola University from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the four stipulations.

In May 2000, the Committee voted to remove the four stipulations placed upon **John F. Kennedy University**, based upon the Accreditation Team Report, team recommendations and staff recommendations. The Committee also voted to change the accreditation status of the John F. Kennedy University from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the four stipulations. The Committee voted to place John F. Kennedy University on the schedule of accreditation visits for the 2004-2005 academic year. Further, the Committee requested the institution to prepare a voluntary report on the development and implementation of a strategic plan which clearly articulates the university's commitment to provide sufficient resources to support the Department of Education.

In May 2000, the Committee voted to remove the four stipulations placed upon the **University of LaVerne**, based upon the Accreditation Re-Visit Team Report, team

recommendations and staff recommendations. The Committee also voted to change the accreditation status of the University of La Verne from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the four stipulations.

In June 2000, the Committee voted to remove the two technical stipulations placed upon **Christian Heritage College**, on the basis of the information submitted by the institution. The Committee also voted to change the accreditation status of Christian Heritage College from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the stipulations.

In June 2000, the Committee voted to remove the technical stipulation placed upon **Fresno Pacific University**, on the basis of the information submitted by the institution. The Committee also voted to change the accreditation status of Fresno Pacific University from "Accreditation with a Technical Stipulation" to "Accreditation" based upon the removal of the stipulation.

In June 2000, the Committee voted to remove the stipulations placed upon **National Hispanic University**, based upon the Accreditation Team Report, team recommendations and staff recommendations. Further, the Committee voted to change the accreditation status of National Hispanic University from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the stipulations.

In June 2000, the Committee voted to remove the two technical stipulations placed upon **Santa Clara University**, on the basis of the information submitted by the institution. The Committee also voted to change the accreditation status of Santa Clara University from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the stipulations.



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## California Commission on Teacher Credentialing

**Meeting of:**

September 6-7, 2000

**Agenda Item Number:**

PERF-1

**Committee:**

Performance Standards

**Title:**

Update on the Development of Standards and Assessments for Teacher Preparation

✓ Information

Mary Vixie Sandy, Interim Director  
Professional Services Division

**Prepared by:**

David P. Wright, Ph.D., Director  
Office of Policy and Programs

Margaret Olebe, Ph.D., Consultant  
Professional Services Division

### Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert, 1998)

Professional Services Division  
August 22, 2000

#### Executive Summary

The Advisory Panel for the Development of Teacher Preparation Standards (SB 2042) is in the final stages of preparing Draft Standards of Quality and Effectiveness for Teacher Preparation and Induction Programs. In addition, the Elementary Subject Matter Panel is in the process of finalizing Draft Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential. The purpose of this agenda report is to update the Commission on the progress that has been made to date on the development of standards and assessments for teachers and to outline a plan for conducting a comprehensive field review of these products.

#### Policy Question

What issues must be considered by the Advisory Panel for the Development of Teacher Preparation Standards and the Elementary Subject Matter Panel in order to develop standards and assessments for Subject Matter and Professional Preparation Programs?

#### Fiscal Impact Summary

The costs associated with implementing SB 2042 were estimated to be incurred over multiple years, and are included in the agency's base budget .

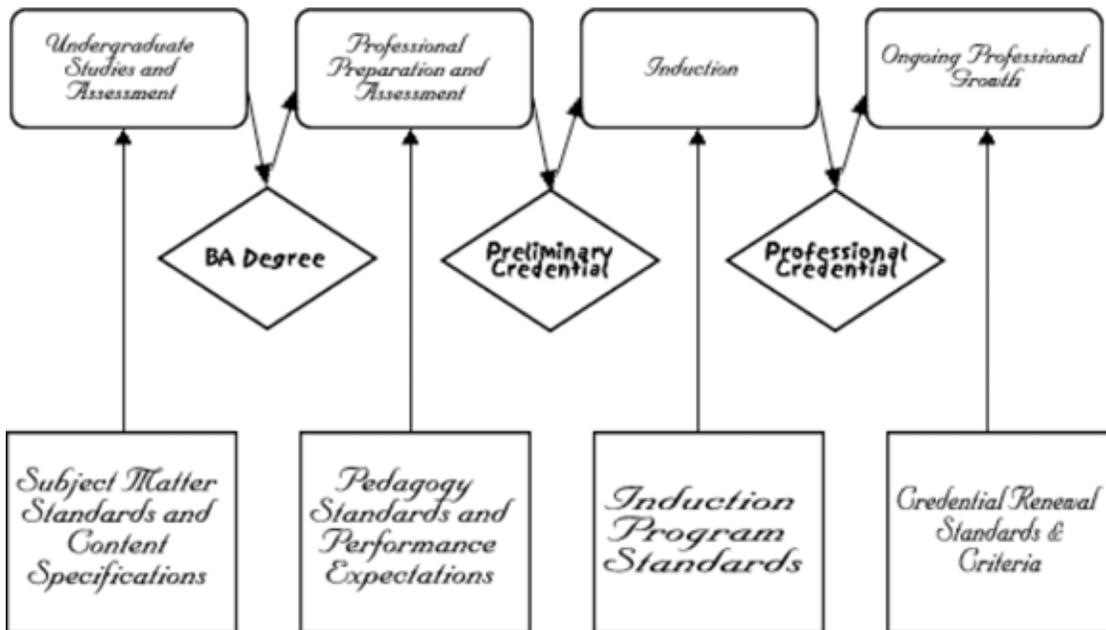
## Background

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission sponsored legislation in 1998 (SB 2042, Alpert) served as the impetus for this work on standards and assessments, which will be, pursuant to statute, aligned with the State adopted academic content standards for students as well as the *California Standards for the Teaching Profession* adopted by the Commission and the Superintendent of Public Instruction. The work is being carried out by advisory panels, task forces, and contractors. The purpose of this agenda report is to provide an update on the progress that has been made to date on the development of standards and assessments for teachers, and to present a proposal for conducting a field review of these products beginning in the fall of 2000. The following policy recommendations will be presented to the Commission in draft form in the coming months:

- Draft Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential;
- Draft Content Specifications for the Subject Matter Requirement for Multiple Subject and Special Education Teaching Credentials;
- Draft Standards of Program Quality and Effectiveness for Professional Preparation Programs for Multiple and Single Subject Teaching Credentials;
- Preliminary Teaching Performance Expectations for Multiple and Single Subject Teaching Credential Candidates;
- Draft Standards of Program Quality and Effectiveness for Induction Programs; and
- Policy Recommendations Regarding Professional Development and Credential Renewal.

Figure 1 of this agenda report, illustrates the relationship between California's learning-to-teach system, Commission standards, and the 2042 products listed above.

*Figure 1: Relationship between Components of California's Learning to Teach System, CCTC Standards, and 2042 Policy Recommendations*



### *2042 Policy Recommendations*

- Elementary Subject Matter Preparation Standards

- Level I Professional Preparation Standards
- Teaching Performance

- Level II Induction Program Standards

- Policy Recommendations

## Update on the Development of Standards

Since the last update on SB 2042 to the Commission, which occurred in June 2000, the Advisory Panel for the Development of Teacher Preparation and Induction Standards (2042 Panel) and the Elementary Subject Matter Panel (ESM Panel) have received and reviewed two analyses of their draft Teaching Performance Expectations and MSAT Content Specifications. The first analysis was conducted by a contractor hired by the Commission to complete a comprehensive review of the Teaching Performance Expectations and MSAT Content Specifications for their alignment and congruence with the State-adopted academic content standards for students and the *California Standards for the Teaching Profession (CSTP)*. The second analysis was conducted by a Bias Review Committee that examined the same documents for: (1) bias due to knowledge, skills or background that are irrelevant to the knowledge/skill being tested; (2) bias due to an offensive nature for a subgroup or groups; and (3) bias due to language usage, balance or tone.

The alignment and congruence contractor found that the Preliminary Teaching Performance Expectations (TPEs) and Draft MSAT Content Specifications were strongly aligned with the CSTP, and that the TPEs are generally congruent with the State-adopted academic content standards. The contractor found that there were gaps, however, between the Draft Content Specifications for the Subject Matter Requirement for Multiple Subject and Special Education Teaching Credentials and the academic content standards.

During the month of August, the Elementary Subject Matter Panel and the 2042 Advisory Panel met to review the findings of these two groups. In addition, WestEd, the contractor hired by the Commission to conduct a job analysis during 1999-2000, provided each panel with detailed information about the relationship between their draft documents and the findings of the job analysis survey. The panels made changes in the Draft MSAT Content Specifications and the Preliminary Teaching Performance Expectations to address all of the findings of the alignment and congruence contractor and the Bias Review Committee. In some cases, the draft documents were modified in order to achieve greater alignment with the State-adopted academic content standards. In each case where a modification departed from the findings of the job analysis, the Panel developed a rationale for inclusion of new language based on the State-adopted standards and frameworks.

The [Appendix](#) to this progress report includes two tables that detail the major phases of development for Teacher Preparation Standards and Teaching Performance Expectations ([Table 1](#)) and New Subject Matter Standards and Content Specifications ([Table 2](#)). To date, the 2042 and ESM panels have completed draft standards for both subject matter preparation (K-8) and professional teacher preparation (Level I and Level II); draft content specifications for subject matter preparation (K-8); and draft Teaching Performance Expectations. During August and September, Commission staff are conducting a series of consultations with key policy advisors to ensure, prior to presentation to the Commission, that these products are, to the extent possible and appropriate, consistent with other significant policy reforms impacting the education of California's public school children. When these individual consultations are completed, Commission staff will work with the panels to make final changes to the drafts prior to presentation to the Commission. The next section of this report describes significant new themes in the policy recommendations that are being finalized by the SB 2042 Advisory Panel and the Elementary Subject Matter Advisory Panel.

## Major Characteristics of Policy Recommendations Being Finalized

The following paragraphs provide a brief "preview" of what the 2042 and ESM panels hope to present to the Commission this fall. Significant differences between current policies and the anticipated recommendations are also highlighted below.

- (1) Teachers Prepared to Give Students Full Access to the *Academic Content Standards* Adopted by the State Board of Education. As required by law, a major theme of the forthcoming policy recommendations will be preparing teachers so students will learn and achieve *California's Academic Content Standards*. To qualify for professional credentials under the forthcoming policies, teachers will have to fulfill new Academic Content Standards that will be aligned and congruent with California's existing Student Academic Content Standards in Reading-Language Arts, Mathematics, Science, and History-Social Science. In a major departure from current policy, the Commission's Content Specifications for the MSAT will be incorporated into the curriculum of every

Subject Matter Preparation Program. Similarly, a rigorous assessment of professional practice will be incorporated into each Professional Preparation Program, also for the first time in California history.

- (2) **New Teachers Prepared to Achieve the *California Standards for the Teaching Profession* in Their Pedagogical Practice.** Another major theme of the forthcoming policy recommendations will be preparing new teachers so they can fulfill, relatively early in their careers, the standards of accomplished practice in the *California Standards for the Teaching Profession* (CSTP). If the policy recommendations are endorsed by the Commission, new teachers will be expected to progress toward accomplished practice (as reflected in the CSTP) at each stage of their professional preparation. This significant effect of a two-stage preparation policy would represent a major change in relation to current standards and accountability expectations.
- (3) **Rigorous Accountability for Individual Candidates and for the Programs that Prepare Them for Teaching Credentials.** A third theme of work being finalized by the advisory panels is an emphasis on strong accountability for credential candidates *and* for the accredited programs in which they earn their credentials. By law, each prospective teacher will be required to perform satisfactorily on a new Teaching Performance Assessment that is valid in its content and reliable in its assessment of performance. At the same time, the Commission will continue to be responsible for a comprehensive examination of subject matter competence on the part of K-8 credential candidates. The two panels are developing strong expectations for both the pedagogical performance and the subject matter knowledge of future candidates, which is another departure from current policy requirements.
- (4) **Accredited Preparation and Performance Accountability that are Intertwined with Each Other.** Still another theme of the anticipated policy package is a close connection between preparation and accountability for each individual teacher candidate. The two panels want to ensure that every candidate for a future credential has multiple legitimate opportunities to learn the content of the subject matter examination, and to achieve the expectations for pedagogical practice in the Teaching Performance Assessment. If the Commission concurs, then "opportunities for candidates to learn the standards" will be significant elements in the accreditation of every teacher preparation program, in yet another recommendation that will go beyond the limitations of current policy.
- (5) **Holding Institutions to Higher Levels of Demonstrated Commitment to the Preparation of Outstanding Teachers.** Both of the Commission's advisory panels have a clear understanding that shortcomings in the preparation of teachers often result from inadequate resource allocations by the agencies and institutions that sponsor teacher preparation programs. The quality of learning in programs -- including supervised field experiences, applications of technology, demonstrations of exemplary practice, and studies that cut across organizational boundaries - depends in substantial measure on institutional commitments to provide excellent learning opportunities to prospective teachers. Commissioners can expect to see more attention given to issues of institutional commitment in the forthcoming standards for both subject matter programs and professional preparation programs.

The 2042 policy [recommendations listed above](#) will be presented to the Commission for review in the coming months. Following review by the Commission, staff plan to implement a comprehensive, systematic field review and validity study. The results of the field review and validity study will be analyzed and summarized for the Commission early in 2001, and final standards, content specifications and performance expectations presented for consideration and possible adoption in the Spring of 2001. The next section of this report provides an overview of the planned field review.

## **Outline of Field Review for 2042**

The field review of draft subject matter preparation standards and teacher preparation standards will use specific communication tools designed to reach targeted audiences. The overall goal is to reach as many of the Commission's stakeholders as possible in ways that are most likely to elicit their feedback while reducing overlap of efforts and increasing use of technology when possible.

### **1. [Web-Based Response Survey - Audience: all interested stakeholders](#)**

This will mirror the Commission's "traditional" paper-based survey mechanisms, with

opportunities for individuals to provide responses on individual standards and examination specifications, as well as on the documents as a whole. This will appear on the Commission's web page for the duration of the review.

2. **Paper Response Survey. Audience: Superintendents of 200 Largest School Districts and Deans of Education at Accredited Universities in California**  
This paper mailing has been the traditional response mechanism for CCTC draft standards and specifications. The texts of the draft documents and templates for respondents to complete will be provided to guide responses to individual standards and specifications, as well as to the documents as a whole.
3. **Public Forums. Audience: K-12 Administrators and Teachers; IHE Administrators and Faculty; Co-Sponsoring Organization Members; General Public**  
A minimum of 6 CCTC sponsored public forums will be held statewide. Each forum will be also co-sponsored by an IHE and a BTSA Program Sponsor in order to model linkages between the new Level 1 and Level 2 credentials. Some forums will also be co-sponsored by education organizations, such as the California Council on the Education of Teachers.
4. **Executive Briefings. Audience: Opinion Leaders**  
Invitational small group (15 - 20 participants) half day or day long sessions for leaders of key educational policy organizations, such as CSBA, ACSA, CTA, CCAC, CFT, CPTA, CCET, SCATE, CACTE, etc. These briefings will provide an opportunity for in depth discussions with the leadership cadre from key stakeholders on each segment of the 2042 reform, its purposes, and intended outcomes. Approximately 4 briefings will be held.
5. **Presentations. Audience: Membership of Statewide Education Organizations**  
Staff will make presentations at scheduled conferences, symposia and regional meetings of educational organizations. This includes groups such as the California Staff Development Council, the California School Leadership Academy, The California Teacher Leader Conference, California Teachers of English as a Second Language, etc. Number currently unknown.
6. **Teleconferencing and Webcasts.**  
Although the CCTC does not have its own teleconferencing facilities, this mechanism will be considered as a way of enhancing inputs in remote regions of the state and including opinion leaders whose schedules do not permit travel to executive briefings. Webcasts are also effective in reaching audiences who may not be able to travel to a public forum or scheduled conference but who represent important constituencies. Webcasts permit video and audio presentations to a large audience, and provide participants the opportunities to ask questions in real time on line. A webcast should be considered in addition to or as a replacement for a public forum.

## APPENDIX A

### Phases of Development for 2042 Policy Recommendations

**Table 1. Development of Teacher Preparation Standards and Teaching Performance Expectations (2042): Brief Overview**

Phases of Development (2042)	Major Activities in Each Phase of Development
September 1998 through July 1999	Presentations and 2042 Panel review of resource documents, including State-adopted Academic Content Standards and Frameworks, National Standards and research on key aspects of teacher preparation, induction and ongoing development.
June 1999 through October 1999	2042 Panel worked with WestEd Researchers to develop a comprehensive inventory of essential tasks, knowledge and abilities (TKAs) needed by teachers, which formed the basis for a Job Analysis Survey.
November 1999	WestEd Researchers Conducted Extensive Job Analysis of the 2042

through January 2000	Panel's inventory of essential TKAs
January 2000 through August 2000	2042 Panel Worked on Successive Drafts of New Standards for Teacher Preparation.
March 2000	WestEd Researchers Presented Job Analysis Results to 2042 Panelists, Who Made Decisions about the Scope of Preliminary Teaching Performance Expectations based on the Research Results.
April 2000 through August 2000	2042 Panelists Worked on Successive Drafts of Preliminary Teaching Performance Expectations, Based on Student Academic Content Standards, State Curriculum Frameworks, and Job Analysis Results.
July 2000	Preliminary Teaching Performance Expectations Were Reviewed in an Alignment and Congruence Analysis that Focused on the State-adopted Academic Content Standards, State Frameworks, and the California Standards for the Teaching Profession
July 2000	Preliminary Teaching Performance Expectations Were Reviewed by the CCTC Bias Review Committee, Which Focused on Finding Language that Would be Unfair or Offensive If Adopted.
August 2000	2042 Panelists Consider Findings of the Alignment and Congruence Analysis and the CCTC Bias Review Committee, and Make Necessary Changes in Preliminary Teaching Performance Expectations.
August through September 2000	Key Policy Examine and Recommend Changes Preliminary Teaching Performance Expectations.
October 2000 (Tentative)	2042 Panelists Present Draft Preparation Standards and Preliminary Teaching Performance Expectations to the CCTC for Discussion Prior to Field Review of Standards and Validity Study of TPEs.
Fall 2000	Approved Study of the Validity of the Preliminary Teaching Performance Expectations.
Fall 2000	Approved Field Review of Draft New Standards of Program Quality and Effectiveness for Teacher Preparation and Induction.
Winter 2001	Results of Validity Study and Field Review are Presented to the 2042 Panelists Who Make Necessary Changes.
March 2001 (Tentative)	Panel Presentation of Final Teaching Performance Expectations and Program Quality Standards to the CCTC for Consideration and Action.

**Table 2. Development of New Subject Matter Standards and Content Specifications (K-8): Brief Overview**

<b>Phases of Development (ESM)</b>	<b>Major Activities in Each Phase of Development</b>
May 1999 through September 1999	ESM Panel Heard Presentations of State-adopted Academic Content Standards by Staff from the State Board of Education. Panelists Examined and Discussed the Standards. Panelists' Questions about the Standards were Answered by SBE Staff Members.
June 1999 through October 1999	ESM Panel Heard Presentations of State Curriculum Frameworks by Curriculum Specialists from the California Department of Education. Panelists Examined and Discussed the Frameworks. Panelists' Questions about Frameworks were Answered by CDE Curriculum Specialists.

July 1999 through October 1999	ESM Panel Drafted Content Outlines Based on State-adopted Academic Content Standards and State Curriculum Frameworks. Content Outlines Were Edited and Finalized by WestEd for Job Analysis Research.
August 1999 through December 1999	ESM Panel Heard Presentations by the Coordinators of Subject Matter Preparation Programs in 19 Colleges and Universities. Through Discussion, Panelists Identified Problems in Programs that Need to be Addressed in New Standards.
November 1999 through January 2000	WestEd Researchers Conducted Extensive Job Analysis of the ESM Panel's Draft Content Outlines for K-8 Teachers.
January 2000 through July 2000	ESM Panel Worked on Successive Drafts of New Standards for Subject Matter Preparation. Draft Standards Discussed at a Statewide Conference for Program Coordinators in March.
March 2000	WestEd Researchers Presented Job Analysis Results to ESM Panelists, Who Made Decisions about the Scope of the New Content Specifications Based on the Research Results.
April 2000 through June 2000	ESM Panelists Worked on Successive Drafts of New Content Specifications for K-8 Teachers, Based on State-adopted Academic Content Standards, Curriculum Frameworks, and Job Analysis Results.
July 2000	Draft Content Specifications for K-8 Teachers Were Reviewed in an Alignment and Congruence Analysis that Focused on the State-adopted Academic Content Standards and State Frameworks.
July 2000	Draft Content Specifications for K-8 Teachers Were Reviewed by the CCTC Bias Review Committee, Which Focused on Finding Language that Would be Unfair or Offensive If Adopted.
August 2000	ESM Panelists Consider Findings of the Alignment and Congruence Analysis and the CCTC Bias Review Committee, and Make Necessary Changes in Draft Content Specifications.
August 2000	Key Policy Advisors (Previously Involved in State-adopted Academic Content Standards) Examined and Recommended Changes in Draft Content Specifications for K-8 Teachers.
October 2000	ESM Panelists Present Draft Preparation Standards and Content Specifications to the CCTC for Discussion Prior to Field Review of Standards and Validity Study of Specifications.
Fall 2000	Approved Study of the Validity of the Draft Content Specifications for K-8 Teachers.
Fall 2000	Approved Field Review of Draft New Standards of Program Quality in the Subject Matter Preparation of K-8 Teachers.
Winter 2001	Results of Validity Study and Field Review are Presented to the ESM Panelists Who Make Necessary Changes.
March 2001	Panel Presentation of Final Content Specifications and Program Quality Standards to the CCTC for Consideration and Action.



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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 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

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### 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 KPMG's progress.

### SUMMARY

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

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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** FPPC-2

**Committee:** Fiscal Planning and Policy

**Title:** Proposed 2001-2002 Budget Change Proposals

✓ Action

**Prepared by:** Karen Romo, Analyst  
Fiscal and Business Services

John Wahlstrom, Analyst  
Fiscal and Business Services

### BACKGROUND

As presented and approved by Commissioners at the July 2000 Commission meeting, staff will present the 2001-2002 Budget Change Proposals (BCPs) in the form of brief one-to-two page summaries for the Commission's action in September 2000. The approved BCP summaries will be developed into full BCPs for submittal to the Department of Finance by the September 13, 2000, deadline.

### SUMMARY

The BCPs for fiscal year 2001-2002 request a total of 12.5 positions and \$867,000 in new expenditure authority from the Teacher Credentials Fund.

The attached table summarizes the proposed 2001-2002 BCPs. Immediately following the table are the BCP summaries.

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

### California Commission on Teacher Credentialing 2001-2002 Budget Change Proposals

<i>Division/Office</i>	<i>Description of Budget Change</i>	<i>Cost/ Funding Source</i>	<i>Number/Classification of New Staff Positions</i>
Professional Services	Implementation of SB 395 of 1999 relating to teacher	\$148,000/ Teacher	1.0 Asst. Consultant 1.0SSA

	preparation for working with English language learners	Credentials Fund	0.5 OT
Professional Practices	Staffing to address increased workload	\$559,000/TCF	2.0 Staff Counsel 1.0 Senior Investigator 1.0 AGPA 1.0 Supervising PT II 3.0 PT II
Information Technology and Support Management	Conversion of two limited-term positions to permanent to address ongoing workload growth	\$160,000/TCF	1.0 Staff ISA (Specialist)* 1.0 Assoc. ISA (Specialist)*

\*Conversion of one-year, limited-term position.

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**Division/Section:**

Professional Services Division

**Proposal Title:**

SB 395 Implementation, Teacher Preparation for Working with English Language Learners

**Summary:**

The purpose of this request is to secure the resources needed to implement SB 395 (Chapter 685, Statutes of 1999), which called for the Commission to approve local staff development programs for teachers seeking authorization to teach English learners in public schools. SB 395 requires the Commission to approve these local staff development programs by January 1, 2002, and issue Certificates of Completion to teachers who complete approved programs of staff development pursuant to Education Code Section 44253.10. In addition, the Commission must prepare a report to the Legislature by December 31, 2000, indicating the status of the various staff development programs, as well as the strengths and weaknesses of the review process and of the staff development programs.

The Commission is not able implement SB 395 without additional professional staff. Current staff time is already fully committed; there is only a .25 Consultant presently working in this area, and no professional staff are available for reassignment to this new and expanded activity. The review and approval process for between 40 and 50 professional development programs across the state will be an intensive process for at least the next two years. The Certificates that will be issued to candidates who complete these approved programs are "fee-generating." This fee revenue will ultimately cover the costs of implementing this new program. Certificates cannot be issued, however, until there are approved programs. This BCP will enable the Commission to launch this mandated activity, which will be self-supporting once fees can be collected and Certificates issued.

Therefore, the Commission requests the following resources:

- 1.0 Assistant Consultant
- 1.0 Staff Services Analyst
- 0.5 Office Technician

**Cost:**

\$148,000 from the Teacher Credentials Fund

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**Division/Section:**

Division of Professional Practices

**Proposal Title:**

Staffing to Address Increased Workload

**Summary:**

The Division of Professional Practices (DPP) requires additional staff to handle an increased discipline caseload, probation monitoring and general counsel workload. Within the discipline caseload there are two areas of dramatic growth. Overall there was a 33% increase in the discipline caseload in 1999-2000. Within that overall caseload increase exists a substantial

increase in complex cases. Complex cases involve both citizen complaints and mandatory school reporting cases and require extensive staff counsel and investigator involvement. There was 73% increase in the number of complex cases opened and investigated in 1999-2000.

The DPP has undertaken probation monitoring since 1996. A probation case arises from Administrative Law decisions or Consent Determinations (agreements entered into between DPP and teachers accused of misconduct). The current probation caseload has grown to 60 cases. There has never been a budget allocation to support the work of a probation monitor. To date, the workload has been absorbed by the investigative staff.

The general counsel workload has maintained the upward trend observed in 1999-2000. The general counsel duties DPP provides for the Commission as a whole include contract evaluation, pre-litigation negotiations, legislative and regulation research and legal support for each division within the Commission. Additionally, the general counsel duties include managing the work of outside counsel in complex, multi-million dollar litigation and ensuring that the general counsel workload is completed by staff counsel. The general counsel workload has seen a 300-400% increase since 1998-99.

Since 95-96, the discipline caseload has grown from 2,620 cases to 7,273 cases in FY 99-00, a 177% increase. A probation monitoring system was implemented in 1995 with no budgeted positions to support the work. DPP has not had an increase in staff counsel positions since 1995.

To meet the demands of the increasing caseload caused by the above factors, DPP is requesting that the Commission approve eight additional positions for fiscal year 2001-02. These eight positions are: two staff counsels, three program technician IIs, one supervising program technician II, one senior investigator and one associate governmental program analyst.

Under the Strategic Plan of the California Commission on Teacher Credentialing (CCTC), its first strategic goal is to "Promote educational excellence in California schools." One CCTC objective to meet that goal is to evaluate the moral fitness and character of educators. The CCTC's discipline role is a key component of such evaluation.

Further, DPP's increased support on general legal issues outside the area of discipline is in line with CCTC's second strategic goal to "Improve the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities."

As a result of this request, DPP would continue to timely meet the workload demands brought about by an increase in cases pending review and thoroughly investigate complex cases of alleged teacher misconduct. Additionally, DPP's legal staff will provide legal support to the CCTC and monitor complex litigation.

**Cost:**

\$559,000 from the Teacher Credentials Fund

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**Division/Section:**

Information Technology and Support Management Division

**Proposal Title:**

Conversion of Two Staff Positions from Limited-Term to Permanent

**Summary:**

Pursuant to a May Revision Finance Letter, the Commission was allocated two new information technology staff positions in fiscal year 2000-2001: 1.0 Staff Information Systems Analyst (Specialist) and 1.0 Associate Information Systems Analyst (Specialist). Although the Governor proposed that these two positions be established on a permanent basis, the Legislature instead approved them on a one-year, limited-term basis.

Apparently, the Legislature's action was based on the assumption that the two positions would perform duties that relate only to the initial development of the Teacher Credentialing Service Improvement Project. However, the Commission's need for the two positions is significantly broader. In fact, the two positions are needed on an ongoing basis, as they are involved in not only the development phase of the project but also in the implementation and long-term operations phases as well.

One of the positions serves as the Commission's Webmaster. It is now highly customary for state agencies to have at least one designated individual devoted exclusively to this function. For several years, these duties were performed for the Commission on only a part-time basis by an employee outside of the Information Technology and Support Management Division. In light of the importance and visibility of Web sites in this dynamic era of "e-government," the Webmaster position needs to be established on a full-time, permanent basis. This activity will become even more critical as the Commission pursues more sophisticated "Web-enabled" services as recommended by the recently completed management study and as supported by the Legislature and the Administration in the form of the Teacher Credentialing Service Improvement Project.

The other position spends a significant percentage of time (1) providing multi-protocol, local area network support that involves extensive coordination with state data center personnel and vendors; (2) troubleshooting network malfunctions and implementing problem resolution strategies; and (3) delivering technical support to users. The Commission cannot reasonably expect these duties to be performed by its existing network support staff alone. As a result of recent (and continuing) growth in the Commission's staff and program activities, the current ratio of computing products (workstations, laptops, printers, and servers) to permanent network support staff is approaching 100 to 1. This ratio is already considered to be too high by well-accepted industry standards and it is out of proportion when compared to other, similar state agencies.

**Cost:**

\$160,000 from the Teacher Credentials Fund

***Previously approved by the Commission in Spring 2000.***

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## California Commission on Teacher Credentialing

**Meeting of:**

September 6-7, 2000

**Agenda Item Number:**

FPPC-3

**Committee:**

Fiscal Planning and Policy

**Title:**

Final Update on the 2000-2001 Governor's Budget

✓ Information

**Prepared by:**

Karen Romo, Analyst  
Fiscal and Business Services

### BACKGROUND

At the June 2000 Commission meeting, staff provided Commissioners with information on the status of the 2000-2001 Governor's Budget and its impact on the Commission. This information item provides an update on the Commission's 2000-2001 budget as signed by the Governor.

### SUMMARY

On June 30, 2000, Governor Davis signed the 2000 Budget Act into law. Some of the more salient new features of the Commission's budget are described as follows:

- The fee charged for the issuance or renewal of a teaching credential was reduced from \$60 to \$55. This fee reduction has been implemented as of July 1, 2000.
- The continuation waiver of credential fees for first-time applicants has been authorized for a second year, along with a \$1.65 million General Fund appropriation to offset the resulting revenue loss from the fee waivers.
- The Commission received \$60,000 in additional expenditure authority for the purpose of contracting with an outside entity to conduct an internal audit of the Commission's funded teacher development programs.
- The Commission received a \$79,000 General Fund appropriation to fund one position to maintain records of participants in the new Governor's Teaching Fellowships.

The following items were added to the Commission's budget as a result of Budget Change Proposals approved by the Commissioners and subsequently included in the 2000 Budget Act:

- \$913,665 from the Teacher Credentials Fund for 15 positions (conversion of 5.5 limited-term positions to permanent and 9.5 additional new positions) and overtime funds to address workload increases in the Certification, Assignment and Waivers Division.
- \$99,000 from the Teacher Credentials Fund for two positions to address increased

workload in the Office of Governmental Relations.

- \$108,000 from the Teacher Credentials Fund for costs associated with the toll-free telephone number, which improves the level of information service provided to the Commission's customers.
- \$160,000 from the Teacher Credentials Fund to contract with an outside vendor to edit and redesign the Commission's forms and informational pamphlets related to credentialing requirements that are provided in both paper format and on the Commission's Web site.
- \$357,000 from the Teacher Credentials Fund in one-time funding for the development of a Feasibility Study Report (FSR) and a Request for Proposal (RFP) related to the Teacher Credentialing Service Improvement Project, and for two limited-term staff to assist in the project. Approval to use an additional \$1,468,000 in appropriated funds may be granted by the Department of Finance, contingent on control-agency approval of certain project documents.

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



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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** FPPC-4

**Committee:** Fiscal Planning and Policy

**Title:** Fourth Quarter Report of Revenues and Expenditures for Fiscal Year 1999-2000

✓ Information

**Prepared by:** John Wahlstrom, Analyst  
Fiscal and Business Services

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### 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 Fiscal Year 1999-2000.

### SUMMARY

The attached charts depict the Commission's revenue and expenditure balances as of June 30, 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 was five percent over the Fall 1999 projection.
- Revenues collected and deposited in the Test Development and Administration Account (TDAA) include all funds received and accrued as of June 30, 2000.

#### *Chart 2 - Expenditures*

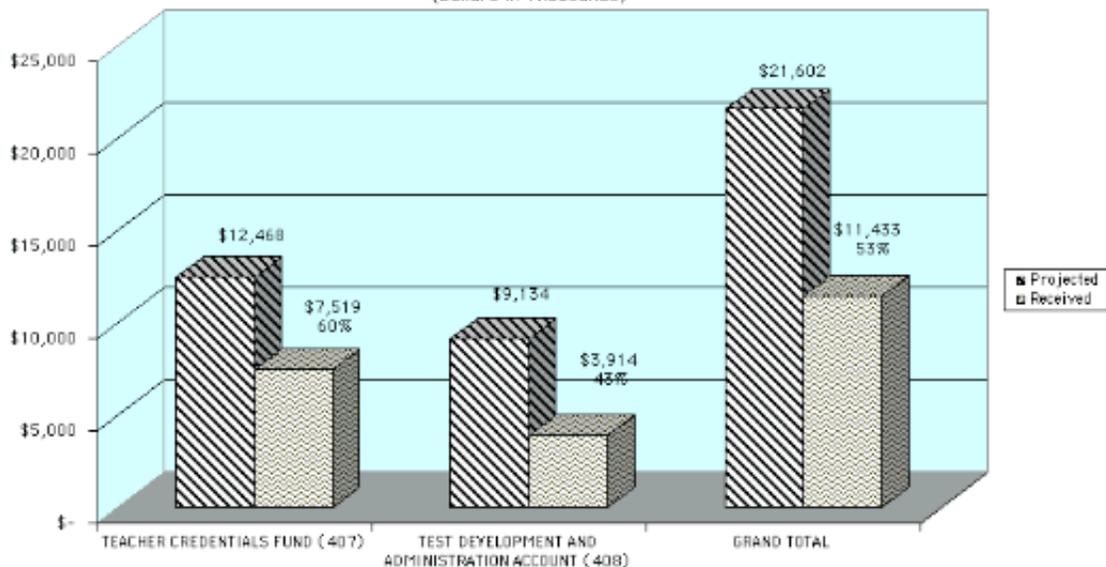
- "Personal Services" costs expended are in comparison with the budgeted amounts.
- The total "Operating Expenses & Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to spend at a future date).

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

### Chart 1

### Year-to-Date CCTC Revenue for FY 1999-2000

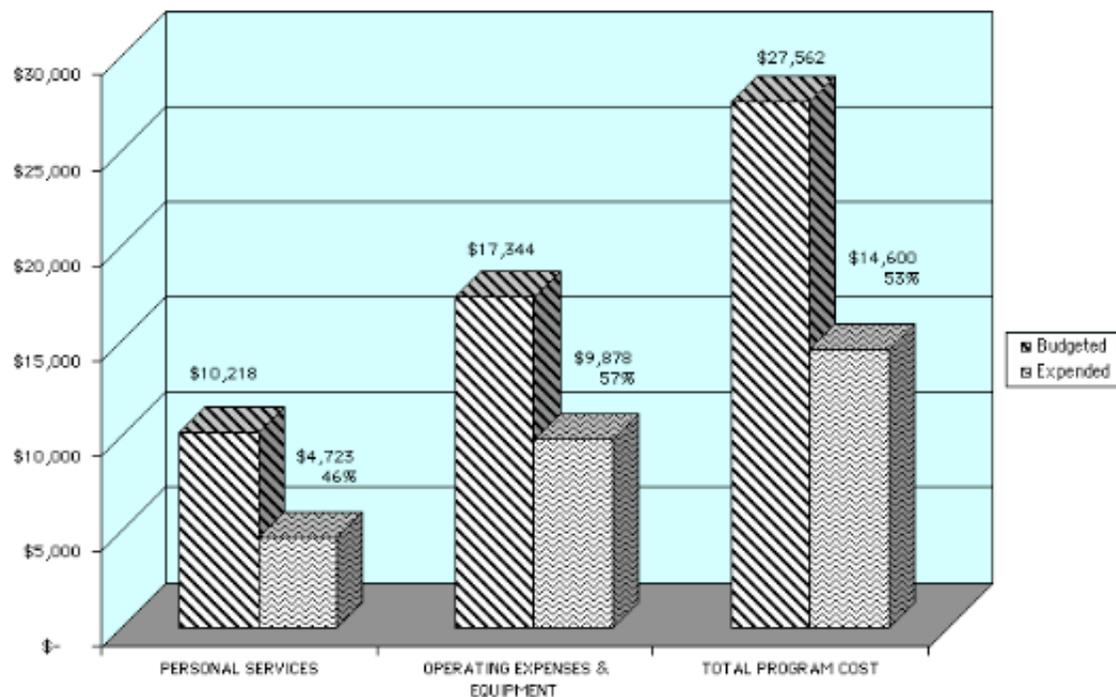
Quarter Ending December 31, 1999  
(Dollars in Thousands)



**Chart 2**

**Year-to-Date CCTC Expenditures for FY 1999-2000**

Quarter Ending December 31, 1999  
(Dollars in Thousands)



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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** FPPC-5

**Committee:** Fiscal Planning and Policy

**Title:** Proposed Interagency Agreement with the California Department of Education for the Transfer of Funds for the Paraprofessional Teacher Training Program

✓ Action

**Prepared by:** John Wahlstrom, Analyst  
Fiscal and Business Services

### BACKGROUND

The funding for the Paraprofessional Teacher Training Program (PTTP) in the 1999 Budget Act included a \$2.9 million reimbursement from Federal Goals 2000 funds contained in the California Department of Education (CDE) budget. To effect the transfer of these federal funds, the Commission is required to execute an Interagency Agreement with CDE.

### SUMMARY

Commission staff has been working with CDE staff and reached a tentative agreement on all the terms and conditions necessary to carry out transfer of the reimbursement. To enter into this fiscal arrangement with CDE, the Commission would need to approve and authorize the Executive Director to sign the Interagency Agreement on behalf of the Commission for full execution. Therefore, staff requests the Commission's consideration and approval to authorize this action.

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



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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** PUB-1

**Title:** Proposed Addition of Section 80016 of Title 5, California Code of Regulations, Pertaining to Certificates of Completion of Staff Development (SB 395)

✓ Action

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

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### PUBLIC HEARING

#### Section 80016 of Title 5 California Code of Regulations Pertaining to Certificates of Completion of Staff Development (SB395)

August 14, 2000

#### Introduction

The proposed addition of Section 80016 pertaining to Certificates of Completion of Staff Development (SB395) is being presented for public hearing. Included in this item is the background of the proposed regulation, a brief discussion of the proposed addition, and the financial impact. Also included are the responses to the notification of the public hearing, and a copy of that notification distributed in [coded- correspondence #00-0020](#), dated July 21, 2000.

#### Background of the Proposed Regulations

Education Code §44253.10 was amended by Senate Bill 395 (Hughes), Chaptered October 10, 1999 (Chapter 685) and became effective on January 1, 2000. This requires the Commission to issue a certificate based on the completion of staff development that authorizes the holder to teach English language learners using English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) methodology.

#### Proposed Addition of Title 5 §80016

The proposed addition of Title 5 §80016 will help clarify the newly amended Education Code §44253.10 regarding the Certificates of Completion of Staff Development. The proposed sub-section §80016(a) establishes the following requirements for the Certificate of Completion of Staff Development:

1. The individual must possess a valid basic teaching credential as defined in Education Code §44253.10(a)(1).
2. The individual must have "permanent employee" status by January 1, 1999.
3. The individual must complete a staff development program approved by the Commission and offered by a school district, county office of education, institution of higher education, or other agency. It must cover the methods of SDAIE or ELD, or a combination of both methodologies and meet the criteria established in Title 5 §80680 through §80690.1.

For the authorization to teach using SDAIE methodology in the areas of the basic credential and to teach using ELD methodology in a departmentalized setting in the areas of the basic credential, the individual must complete the initial 45 clock-hour course.

For the authorization to teach using ELD methodology in a self-contained setting, the individual must either 1) complete a second 45 clock-hour course within three years of completing the initial course or 2) complete the initial course and have nine years of teaching experience plus experience or training in teaching English language learners.

4. To apply for the certificate, an individual must submit all of the following to the Commission:
  - a. Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00),
  - b. Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00),
  - c. Self-verification of employment-status and, if appropriate, experience, and
  - d. A forty-five dollar (\$45) fee.

The proposed sub-section §80016(b) establishes that the Certificate of Completion of Staff Development is valid as long as the individual's basic teaching credential remains valid.

### **Financial Impact**

Commission on Teacher Credentialing: Education Code §44253.10 allows the Commission to charge an application fee for the Certificate of Completion of Staff Development not to exceed \$45. In the proposed regulations, the Commission is requesting the full \$45 fee to cover the costs needed 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 application workload.

State Colleges and Universities: The proposed regulations would not create a savings or a cost for institutions of higher education.

Private Persons: Applicants will be required to pay a \$45 application fee.

Mandated costs: These proposed regulations would not impose a mandated cost on any entity.

### **Notice of Proposed Rulemaking Mailing List and Responses**

#### **Mailing List**

Commission Members on the Commission on Teacher Credentialing

California County Superintendents of Schools

Credential Analysts at the California County Superintendent of Schools' Offices

Superintendents of Selected California School Districts

Deans of Education at the California Institutions of Higher Education with Committee-Accredited Programs

Credential Analysts at the California Institutions of Higher Education with Committee-Accredited Programs

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

#### Tally of Responses

In Support In Opposition

0 organizational opinions 0 organizational opinions

4 personal opinions 0 personal opinions

#### Responses Representing Organizational Opinions in Support

- None

#### Responses Representing Personal Opinions in Support

- Michael S. Chimente, Superintendent, Vallecito Union School District
- Lydia Stack, Administrator, Bilingual Education and Language Academy, San Francisco Unified School District
- Robert Thompson, Director of Personnel, Martinez Unified School District
- Rich White, Assistant Superintendent, Personnel, El Monte City School District

#### Responses Representing Organizational Opinions in Opposition

- None

#### Responses Representing Personal Opinions in Opposition

- None

#### Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations.

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letterhead



OFFICE OF THE EXECUTIVE DIRECTOR  
(916) 445-0184

00-0020

DATE: July 21, 2000

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

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

SUBJECT: Proposed Addition of Section 80016 of Title 5, California Code of Regulations,  
Pertaining to Certificates of Completion of Staff Development (SB395)

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

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

September 7, 2000

## Statement of Reasons

Education Code §44253.10 was amended by Senate Bill 395 (Hughes), Chaptered October 10, 1999 (Chapter 685), which became effective on January 1, 2000. This requires the Commission to issue a certificate based on the completion of staff development that authorizes the holder to teach English language development and/or specially designed academic instruction delivered in English to limited-English-proficient students. The following discusses the proposed regulation, Title 5 §80016, which will clarify the requirements and the authorizations for the certificate and also will establish the application fee for this document at \$45.

### §80016(a)

The proposed sub-section (a) establishes the requirements for the Certificate of Completion of Staff Development as follows:

1. Education Code §44253.10(a) mentions that this Education Code applies to "a teacher with a basic teaching credential." Proposed §80016(a)(1) requires the individual to hold a valid basic teaching credential as defined in Education Code Section 44253.10(a)(1). This definition gives two options for basic teaching credential. The first option is a teaching credential that requires a baccalaureate degree from a regionally accredited institution and completion of a teacher education program, including student teaching. The other option is a clear, full-time designated subjects teaching credential for individuals who also hold a baccalaureate degree from a regionally accredited institution and have passed the CBEST.
2. Education Code Section 44253.10(a)(1) requires that the teacher be a "permanent employee" by January 1, 1999, or meet one of two other employment status requirements. This proposed sub-section reiterates that requirement. It also allows the teacher to self-verify this information, under penalty of perjury, but the Commission maintains the right to authenticate it.
3. The individual must also complete a Commission-approved staff development program offered by a school district, county office of education, institution of higher education, or other agency. The program will cover the methods of specially designed content instruction delivered in English (SDAIE) or English language development (ELD), or a combination of both methodologies. To obtain Commission-approval, the program must meet the criteria established in Title 5 Sections 80680-80690.1. The complete program consists of two courses, and the authorization of the certificate is based on a combination of the individual's background and the course completed. If both courses are taken, they must be completed in a specific sequence.

As set forth in Education Code §44253.10(b), the initial 45 clock-hour course may cover either SDAIE or a combination of SDAIE and ELD methodology. Individuals who complete this course are authorized to teach using SDAIE methodology in the areas of their basic credential and to teach using ELD methodology in a departmentalized setting in the areas of their basic credential. The course must be completed by January 1, 2005. Individuals who complete this course and have 9 years of teaching experience plus experience or training in teaching English language learners are also authorized to teach using ELD methodology in a self-contained setting. This subsection also allows the teacher to self-verify the experience and possible training, under penalty of perjury, and gives the Commission the right to authenticate this information.

As set forth in Education Codes §44253.10(d)(4)(B), which references §44253.10(b), the second 45 clock-hour course may also cover either SDAIE or a combination of SDAIE and ELD methodology. This must be completed within three years after completing the initial course. This authorizes the individuals to teach using ELD methodology in a self-contained setting.

4. To apply for the certificate, an individual must submit all of the following:
  - a. A completed Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00). This is a revision of the May 1998 version found in Title 5

§80027(b)(3)(A) regarding Limited Assignment Emergency Multiple or Single Subject Teaching Permits. The following changes were made to this application form.

- A. Page i of the instructions: The Commission's office moved in December of 1998. Our new address is now listed at the top of the application and in the second paragraph of Section 1: Personal Information.
- B. Page ii of the instructions: Certificate of Completion of Staff Development has been added to the last column of the list of credential titles. Two changes were made under Section 4: Personal and Professional Fitness. In the second paragraph, the individual is now asked to disclose all criminal convictions, rather than just those that occurred within the last 5 years, because none of the Education Code sections 44420 through 44440 establish a five-year statute of limitation. The type of conviction was also clarified with the addition of "(misdemeanors and felonies)." Additionally, the Warning at the end of Section 4 has been revised and no longer limits the Commission's actions to "revocation" of credentials currently held when false or deceitful answers are given to the Personal and Professional Fitness questions. It has been expanded to a more general "adverse action" that also includes suspension, public removal, private admonishment, and denial as provided in Education Code §44421.
- C. Page iii of the instructions: "Under penalty of perjury" in Section 5: Oath and Affidavit has been clarified to indicate that it is governed by the laws of California.
- D. Page 1 of the application: Our new address is noted at the top, and, as indicated in the instructions, the social security number is noted as optional.
- E. Page 2 of the application:
- In question 4(a) of the Personal and Professional Fitness section, retired, non-re-elected, and suspended for more than 10 days have been added to the reasons for leaving school employment to comply with the California Code of Regulations, Title 5 §80303, which sets out this language.
  - Question 4(c) has been modified to include not only current inquiries or investigations by any licensing or law enforcement agencies but also any in the past. This change provides a broader background check on the applicant's fitness to hold a credential. "In California or any other state" has also been added to alleviate any confusion regarding the location of the investigation.
  - With regard to question 4(f), the "denied" language is removed because denials do not apply to holders, only to applicants. Denial is appropriately found in question 4(g). The "within the past three years" language was removed because it resulted in confusion. Applicants applied the three-year limit to all actions in the sentence rather than just the private admonition. This caused disciplinary review for failure to disclose pursuant to Education Code §44345(g). The "self-revoked" language was added because individuals under disciplinary review would attempt to bypass review with a request to self-revoke the document. Although self-revocation is permissible, the Commission retains jurisdiction to conduct a disciplinary review and take adverse action in appropriate cases. Disclosure of a self-revocation maintains the broad review required for background fitness checks of applicants. The phrase "for cause" was added so individuals will respond only in cases regarding professional fitness and not academic qualifications. The addition of "for cause" also made it consistent with question 4(g).
  - The last change on page 2 is in the Section 5: Oath and Affidavit. "Under penalty of perjury" was added to indicate that the laws of California govern this.
- b. A completed Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00). This form, also noted in the proposed subsection 80016(a)(3), was newly established to aid approved entities in verifying completion of the specific course. The approved agency must identify themselves, including the unique identifying "county-district-school" (CDS) code established by the State Department of Education. The name of the individual who completed the course must be listed, and, for identifying purposes, the social security number is requested. This additional information is needed because many times we have

individuals with the same name. As an example, the Commission has over 95 Maria Garcia's in their computer files. In the next section, the entity only needs to check the appropriate course that the individual has completed. Following this, is a list of enclosures that will assist the individual in assembling their application packet. Last, is a place for the entity's authorized staff member to sign, verifying that the individual completed the course previously noted. A copy of this form follows the text of the proposed regulations.

- c. Self-verification of employment-status and, if appropriate, experience. Self-verification by the individual applicant is noted in the proposed sections 80016(a)(2) and (3)(C)(1).
- d. A fee of forty-five dollars. Education Code §44253.10(f)(2) allows the Commission to charge a fee not to exceed \$45. Because this is a relatively small project, it is projected that this amount will cover the costs involved 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. Because of the uniqueness of this certificate, the fee is \$10 less than the regular application.

### [§80016\(b\)](#)

The proposed sub-section (b) establishes that the Certificate of Completion of Staff Development is valid as long as the individual's basic teaching credential remains valid.

### [Documents Relied Upon in Preparing Regulations](#)

- Commission Fiscal Analysis

### [Documents Incorporated by Reference](#)

The following two forms are incorporated by reference:

- Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00)
- Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00)

### [Written Comment Period](#)

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on September 6, 2000.

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

### [Submission of Written Comments](#)

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

### [Public Hearing](#)

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

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

### [Modification of Proposed Actions](#)

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

## Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Yvonne Novelli, at (916) 445-5865. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. Also available upon request is a copy of the Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00), which is incorporated by reference. In addition, all the information on which this proposal is based is available for inspection and copying.

## Attachments

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

#### Proposed Addition of Section 80016, Pertaining to Certificates of Completion of Staff Development

#### INITIAL PROPOSED REGULATIONS

Section 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, whose program has been approved by the Commission, on the Recommendation for Certificate of Completion of Staff Development form (41-395 rev. 5/00) 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.

- (4) Submit a completed Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00), verification of completion of the above requirements, including the Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00) and employment-status and experience self-verifications, and a fee of forty-five dollars.

(b) Period of validity: The Certificate of Completion of Staff Development shall remain valid as long as the basic teaching credential, defined in (a)(1), remains valid.

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

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
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Social Security Number 

	-		-	
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(FOR FILE IDENTIFICATION PURPOSES ONLY-OPTIONAL)

**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:**

- o Verification of the applicant's employment status as described in Education Code Section 44253.10(a)(1) as of January 1, 1999, provided by the applicant under penalty of perjury and subject to audit by the Commission.

- o 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 \_\_\_\_\_

41-395 rev. 5/00

STATE OF CALIFORNIA

GRAY DAVIS, Governor

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

Box 944270  
Sacramento, California 94244-2700  
(916) 445-7254 Web Site: <http://www.etc.ca.gov>  
E-Mail: [credentials@etc.ca.gov](mailto:credentials@etc.ca.gov)



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

Title: Certificates of Completion of Staff  
Development (SB395)  
Section Nos.: 80016

**Response to the Attached Title 5 Regulations**

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission, attention Executive Office, at the above address by 5:00 pm on September 6, 2000, in order that the material can be presented at the September 7, 2000 public hearing.

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

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

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

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

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

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

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## California Commission on Teacher Credentialing

**Meeting of:** September 6-7, 2000

**Agenda Item Number:** PUB-2

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

✓ Action

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

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### PUBLIC HEARING

#### Section 80015 of Title 5 California Code of Regulations Pertaining to the Requirements for the CLAD Certificate

August 14, 2000

#### Introduction

The proposed amendment to Section 80015, pertaining to the requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate, is being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of that notification distributed in [Coded Correspondence #00-0019](#), dated July 21, 2000, which fully describes the amendment.

#### Background of the Proposed Regulations

To obtain the CLAD Certificate, Education Code §44253.3(b)(3) requires verification of a language-learning experience that creates an awareness of the challenges of second-language acquisition. It does not require fluency in a language other than English. The Education Code allows the Commission to establish alternative methods to the 6 semester units in a second language noted in the code. In 1997, the Commission approved 16 alternative methods, including use of secondary school coursework.

#### Proposed Changes

One frequently used option to verify a language-learning experience for the CLAD Certificate is found in §80015(a)(2)(N). This allows individuals to use three years of secondary school coursework in a single language other than English. The coursework must be taken in grades nine through 12, with at least an overall average grade of "B."

The proposed regulation will broaden option N from grades nine through 12 to grades seven through 12. This will allow individuals who do not meet the specific conditions established in current regulations yet meet the intent of the Education Code, to gain an awareness of the challenges of second-language acquisition, to satisfy this requirement.

## Financial Impact

The proposed amendment to the requirements for CLAD Certificate will create an insignificant savings to institutions of higher education because they will no longer need to supplement the tuition for the 6 semester units from their general funds for these individuals. Individuals who satisfy the proposed, expanded option will not need to pay the tuition for the 6 semester units at an institution of higher education. There will be no costs or savings to the Commission or local agencies. This proposal creates no mandated costs.

## Notice of Proposed Rulemaking Mailing List and Responses

### *Mailing List*

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

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

### *Tally of Responses*

In Support In Opposition  
3 organizational opinions 0 organizational opinions  
7 personal opinions 0 personal opinions

### Responses Representing Organizational Opinions in Support

- Long Beach Unified School District: Ann Pullano, HRS Operations Manager
- Mills College: Rachel Siegel, Coordinator of Teacher Education
- Valley Oak Academy: Debbie W. Dohnt, Principal

### Responses Representing Personal Opinions in Support

- Sally Carter, Assistant Superintendent, Ceres Unified School District
- Michael S. Chimente, Superintendent, Vallecito Union School District
- Haley Dawson, Student Affairs Officer, Education, UC Irvine Extension
- Alice Fuentes, Credential Analyst, CSU Stanislaus
- Leslie Kloes, Director of Human Resources, Fremont Union High School District
- Michael K. Whisenand, Assistant Superintendent, Personnel/Support Services, Alta Loma School District
- Rich White, Assistant Superintendent, Personnel, El Monte City School District

### Responses Representing Organizational Opinions in Opposition

- None.

### Responses Representing Personal Opinions in Opposition

- None.

## Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations.

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letterhead



OFFICE OF THE EXECUTIVE DIRECTOR  
(916) 445-0184

00-0019

DATE: July 21, 2000

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

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

SUBJECT: Proposed Amendment to Section 80015 of Title 5, California Code of  
Regulations, Pertaining to the Requirements for the Crosscultural, Language  
and Academic Development (CLAD) Certificate

### Notice of Public Hearing is Hereby Given:

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

September 7, 2000  
11:00 a.m.  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814

### Statement of Reasons

To obtain the CLAD Certificate, individuals must verify a language-learning experience that creates an awareness of the challenges of second-language acquisition. The Commission has established 16 alternative ways in which to satisfy this requirement, ranging from 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.

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 eighth 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, the proposed regulation will 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."

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

Commission Surveys

### **Documents Incorporated by Reference**

None.

### **Written Comment Period**

Any interested person, or his or her authorized representative, may submit written comments on the proposed action. The written comment period closes at 5:00 p.m. on September 6, 2000.

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

### **Submission of Written Comments**

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

### **Public Hearing**

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

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

### **Modification of Proposed Actions**

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

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

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

Attachments

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**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. 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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STATE OF CALIFORNIA

GRAY DAVIS, Governor

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

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

Title: CLAD Certificate Foreign Language Requirement

**Response to the Attached Title 5 Regulations**

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission, attention Executive Office, at the above address by 5:00 pm on September 6, 2000, in order that the material can be presented at the September 7, 2000 public hearing.

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

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

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

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

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

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

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