



[Return to Agenda Archives](#)

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)
[Troops to Teachers](#) | [Other Sites of Interest](#)

Agenda

California Commission on Teacher Credentialing

October 4-5, 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, October 4, 2000 Commission Office

General Session

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

The Commission will immediately convene into Closed Session (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 Waivers: Consent Calendar
- A&W-3 Waivers: Conditions Calendar
- A&W-4 Waivers: Denial Calendar
- A&W-5 Precedential Decisions

THURSDAY, October 5, 2000 Commission Office

1. Reconvene General Session (Chair Norton)

a.m.

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

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

-
-  **FPPC-1** Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan
 -  **FPPC-2** Proposed 2001-2002 Budget Change Proposals Relating to Chaptered Legislation
 -  **FPPC-3** Proposed Contract for External Audit of the Commission's Local Assistance Programs
-

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

-
-  **C&CA-1** Proposed Amendments to Title 5 Regulation, Sections 80089 and 80057.5, Pertaining to Supplementary Authorizations in Mathematics
 -  **C&CA-2** Report on San Francisco Monitoring Visit
-

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

-
-  **PERF-1** Recommended Plan for Preparing Federally-Mandated Reports on Teacher Preparation Programs (Title II)
 -  **PERF-2** Report on the Praxis and Single Subject Assessments for Teaching (SSAT) Examinations in Vocational/Technical Subject Areas and Languages Other Than English: December 1995-June 1999
- Proposed Requests for Proposals Related to the (1) California



PERF-3

Basic Educational Skills Test (CBEST), (2) Reading Instruction Competence Assessment (RICA), and (3) Subject Matter Requirement for Single Subject Teaching Credentials in English, Mathematics, Science, and Social Science

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



PREP-1

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities



PREP-2

Pre-internship Teaching Program: A Progress Report



PREP-3

Pupil Personnel Services Advisory Panel Recommendations Concerning Credential Standards and Other Policy Issues



PREP-4

Proposal to Award a Contract for Preparing Surveys and Technical Reports for the Beginning Teacher Support and Assessment (BTSA) Program



PREP-5

Consideration of Requests for Waiver of Regional Accreditation Requirements for Two California Institutions

7. Strategic Planning Study Session

**10:00
a.m.**

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 October, November & December 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

November 1-2, 2000

California Commission on Teacher Credentialing



[Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)
[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)
[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) |
[Examination Information](#)
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)
[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of: October 4-5, 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

BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

In-folder items will be provided because the Governor has until September 30 to either sign or veto bills.



[CA Home Page](#)[Governor's Home Page](#)[About the Commission](#)[Credential Information](#)[Examination Information](#)[Coded Correspondence](#)[Credential Alerts](#)[Educational Standards](#)[Reports-on-Line](#)[Committee on Accreditation](#)[Troops to Teachers](#)[Other Sites of Interest](#)

[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

FPPC-1

Committee:

Fiscal Policy and Planning

Title:

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

✓ Information

Prepared by:

Pearl Yu, Analyst
Fiscal and Business Services

BACKGROUND

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

SUMMARY

At the September 2000 meeting, staff provided Commissioners with the last status report concerning the progress of this effort. During that meeting, KPMG provided a status report and identified the work to be performed in the upcoming phases of the contract. As a result, staff was directed to work with KPMG to develop updated goals and objectives for the Commissioners' consideration in October 2000.

The next status report by KPMG is due to the Commission at the end of September 2000. Due to the timing of the status report and the preparation of this agenda item, the status report and the updated goals and objectives will be presented to the Commissioners as in-folder items at the October 2000 Commission meeting.



[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



[CA Home Page](#)

[Governor's Home Page](#)

[About the Commission](#)

[Credential Information](#)

[Examination Information](#)

[Coded Correspondence](#)

[Credential Alerts](#)

[Educational Standards](#)

[Reports-on-Line](#)

[Committee on Accreditation](#)

[Troops to Teachers](#)

[Other Sites of Interest](#)

[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

FPPC-2

Committee:

Fiscal Policy and Planning

Title:

Proposed 2001-2002 Budget Change Proposals Relating to Chaptered Legislation

✓ Action

Prepared by:

Karen Romo, Analyst
Fiscal and Business Services

BACKGROUND

Each year, the Governor has until September 30th to sign or veto bills that were enacted at the end of that year's legislative session. Pursuant to Department of Finance Budget Letter 00-03, Budget Change Proposals (BCPs) that request funding for legislation enacted after August 31, 2000, must be submitted to the Department of Finance no later than 10 working days after chaptering of the bill. (Chaptering occurs when a bill is either signed by the Governor or when the Governor allows a bill to become law without signature.)

SUMMARY

At the time this agenda item was prepared, no recently chaptered legislation needed to be funded through a BCP. Staff will present either as in-folder items at the October 2000 meeting or for action, BCP summaries for recently enacted legislation at the November 2000 meeting.



[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)
[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) |
[Examination Information](#)
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)
[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of: October 4-5, 2000

Agenda Item Number: FPPC-3

Committee: Fiscal Policy and Planning

Title: Proposed Contract for External Audit of the Commission's Local Assistance Programs

✓ Action

Prepared by: Karen Romo, Analyst
Fiscal and Business Services

BACKGROUND

The Budget Act of 2000 provides \$60,000 to be used by the Commission to contract with an outside entity for an internal audit that will focus primarily upon tracking local assistance funds distributed by the Commission.

SUMMARY

Currently, Commission staff is developing a proposed contract to meet the requirements of the Budget Act of 2000. The proposed contract will be presented for action as an in-folder item at the October 2000 meeting.





[CA Home Page](#)

[Governor's Home Page](#)

[About the Commission](#)

[Credential Information](#)

[Examination Information](#)

[Coded Correspondence](#)

[Credential Alerts](#)

[Educational Standards](#)

[Reports-on-Line](#)

[Committee on Accreditation](#)

[Troops to Teachers](#)

[Other Sites of Interest](#)

[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

C&CA-1

Committee:

Credentials and Certificated Assignments

Title:

Proposed Amendments to Title 5 Regulation, Sections 80089 and 80057.5, Pertaining to Supplementary Authorizations in Mathematics

✓ Action

Prepared by:

Yvonne Novelli, Staff Analyst
Certification, Assignments and Waivers Division

**Proposed Amendments
Title 5 Regulation, §80089 and §80057.5
Pertaining to Supplementary Authorizations in Mathematics**

September 13, 2000

Summary

The following proposes to amend Title 5 Regulations §80089 and §80057.5 related to supplementary authorizations in mathematics. These amendments will clarify that the holder of a supplementary authorization in mathematics is not authorized to teach geometry or a mathematical subject higher than geometry. A copy of the proposed amendments is attached.

Fiscal Impact Statement

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

Policy Issues to Be Resolved

Shall the Commission allow the holder of a supplementary authorization in mathematics to teach geometry or a mathematical subject higher than geometry?

Background

Currently, Title 5 §80089 allows the holders of a supplementary authorization added to credentials used predominantly in secondary schools to teach at any grade level (preschool, kindergarten, grades 1-12, or in classes organized primarily for adults) if the subject matter content of the course follows the curriculum guidelines and textbooks found in grades 9 and below. Additionally, Title 5 §80057.5 allows the holders of a supplementary authorization

added to credentials used predominantly in elementary schools to teach in the subject in grades 9 and below.

To add a supplementary authorization in mathematics to either credential type, an individual must complete a minimum of 20 semester units (or 10 upper division semester units) of non-remedial course work in mathematics at a regionally accredited institution of higher education. A grade of "C" or better is required for each class. Within those units, the individual must have at least one course in algebra, geometry, and either the development of the real number system or introduction to mathematics. As an option to these three specific courses, an individual may have three courses in calculus or other mathematics courses for which college algebra and geometry are prerequisites as long as the total number of units are satisfied. As an option to the 20/10 route, an individual may satisfy this requirement with a baccalaureate or higher degree in mathematics.

At the March 2000 Commission meeting, an item was presented that reviewed the requirements for the supplementary authorization in mathematics and compared them to the mathematical levels taught under the recently revised State framework. The Commission, at that time, approved seeking a change in the authorization that would limit teaching mathematics to the curriculum levels below geometry.

Rational for Proposed Amendments to §80089 and §80057.5

Assembly Bill 496 (Lempert), Chaptered September 18, 1998 (Chapter 545), which became effective on January 1, 1999, indicated that it is the intent of the Legislature to have "competent and certificated mathematics teachers to provide greater opportunities for elementary and secondary school pupils to become proficient in mathematics." Based on this, the Commission formed the AB496 panel that reviewed the requirements for the supplementary authorization in mathematics and recommended limiting the authorization to those subjects leading to but not including geometry.

When the supplementary authorization in mathematics was first initiated, "First-Year Algebra" was the common content for students in the ninth grade. When establishing the criteria for the supplementary authorization in mathematics, the intent was to establish the requirements for educators to teach up to and at this level, but not at the higher levels including geometry. With the recent adoption and implementation of the *Mathematics Framework for California Public Schools K-12* and the *Mathematics Content Standards for California Public Schools Kindergarten through Grade Twelve*, 1997, geometry became the common content for this grade. Because the supplementary authorization in mathematics requires only one course in geometry, the panel believed that individuals do not have sufficient knowledge in this area to give their students the sound bases in geometry needed to proceed beyond this to the higher levels of mathematics. The proposed wording in §80089(b) and §80057.5(f) would remove the geometry authorization from these supplementary authorizations, effective July 1, 2002. This implementation date will allow individuals who are in the process of obtaining the current authorization, including those on emergency permits, ample time to satisfy the requirements.

In addition to the amendments to §80089(b) and §80057.5(f), regarding the geometry authorization, staff would also like to propose amendments to clarify the following:

§80089(a) and §80057.5(a)

A grade of "C" or better required for the coursework used to qualify for a supplementary authorization has been moved from the sub-section that describes the degree option to the introductory paragraph to indicate that it also applies to the 20/10 requirement option.

§80089(c) and §80057.5(g)

These subsections allowed individuals until 1998 to apply for supplementary authorizations based on requirements as they existed on July 1, 1996. Staff is proposing to delete these subsections because they are obsolete.

§80057.5(b)(2) and §80057.5(e)

The amendments to these two sub-sections correct spelling and grammatical errors.

Division VIII of Title
California Code of Regulations

Sections §80089 and §80057.5
Pertaining to Supplementary Authorizations in Mathematics

PROPOSED REGULATIONS

§80089. Adding Supplementary Authorizations to Teaching Credentials Used Predominantly in Secondary Schools.

- (a) The holder of a valid teaching credential specified in Education Code Section 44256(a) may have one or more of the subjects listed in Sections 80089.1 and 80089.2, added as a supplementary authorization. **A "C" grade or above, including grades "Pass", "Credit", and "Satisfactory", in any course used to meet provisions of this section shall be required. Non-remedial collegiate coursework for the purposes of this section shall be defined as coursework that is applicable to a bachelor's degree or a higher degree taken at a regionally accredited college or university.** The candidate or an approved institution shall verify completion of either (1) or (2) below:
- (1) 20 semester hours or 10 upper division semester hours of non-remedial collegiate coursework in a subject listed in Sections 80089.1 or 80089.2, or
 - (2) a collegiate major in a subject directly related to each subject listed in Sections 80089.1 or 80089.2. **A "C" grade or above in any course used to meet provisions of this section shall be required. Non-remedial coursework for the purposes of this section shall be defined as coursework that is applicable to a bachelor's degree or a higher degree at a regionally accredited college or university.**
- (b) Authorization.
- (1) A supplementary authorization added under the provisions of Section 80089.1 authorizes the holder to teach that subject at any grade level; preschool, kindergarten, grades 1-12, or in classes organized primarily for adults;
 - (2) A supplementary authorization added under the provisions of Section 80089.2, **except Introductory Mathematics [Section 80089.2(b)(9)],** authorizes the holder to teach at any grade level (preschool, kindergarten, grades 1-12, or in classes organized primarily for adults) only the subject matter content typically included for that subject in curriculum guidelines and textbooks for study in grades 9 and below.
 - A. A supplementary authorization in Introductory Mathematics obtained prior to July 1, 2002, authorizes the holder to teach the mathematics subject matter content typically included in curriculum guidelines and textbooks for study in grades 9 and below at any grade level authorized in (b)(2). A supplementary authorization in Introductory Mathematics obtained July 1, 2002 or after, authorizes the holder to teach the mathematics subject matter content typically included in curriculum guidelines and textbooks for study in grades 9 and below, up to, but not including, geometry, at any grade level authorized in (b)(2).**
- (c) **Applicants who are progressing toward completion of supplementary authorization requirements as they existed on July 1, 1996, shall have until July 1, 1998, to apply for said authorizations.**

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44256 and 44349, Education Code.

§80057.5. Adding Supplementary Authorizations to Teaching Credentials Used Predominantly in Elementary Schools.

- (a) The holder of a valid teaching credential specified in Education Code Section 44256(b) may have one or more of the subjects listed in subsection (c) added as a

supplementary authorization. A "C" grade or above, including grades "Pass", "Credit", and "Satisfactory", in any course used to meet the provisions of this section shall be required. Non-remedial collegiate coursework for the purposes of this section shall be defined as coursework that is applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university. The candidate or an approved institution shall verify completion of either

(1) or (2) below:

- (1) 20 semester hours or 10 upper division semester hours of non-remedial collegiate course work in each subject from subsection (c) to be listed, or
- (2) a collegiate major in a subject directly related to each subject from subsection (c) to be listed. **A "C" grade or above in any course used to meet the provisions of this section shall be required. Non-remedial coursework for the purposes of this section shall be defined as coursework that is applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university.**

(b) Candidates seeking supplementary authorization in any language other than English shall, in addition to requirements specified in subsection (a), submit verification of having either (1), (2), (3), or (4) below:

- (1) passed the oral language portion of the Bilingual Certificate of Competence Examination in the language to be listed on the credential. Such verification shall be in the form of a letter from any institution or other educational agency, approved by the Commission as an assessor agency for the Bilingual Certificate of Competence. Whenever a written assessment instrument for a language other than Spanish is not available, a panel may be used by assessor agencies to assess a candidate's knowledge of the target language competencies, in accordance with Commission guidelines regulating assessment for languages other than Spanish, or
- (2) passed the speaking and listening sections of Test 6 of the Crosscultural Language and Academic Development/**Bilingual Bilingual** Crosscultural Language and Academic Development (CLAD/BCLAD) Examinations described in Section 80015.3 in the language to be listed on the credential; or
- (3) oral proficiency in the language to be listed on the credential at a level equivalent to that of a person with a bachelor's degree with a major in that language. This level of proficiency shall be verified by a letter from the Chair of the Language Department of a regionally accredited four year college or university, or
- (4) oral proficiency in the language to be listed on the credential at the level required to complete a Bilingual Emphasis or Bilingual Crosscultural Language and Academic Development (BCLAD) Emphasis Credential Program as verified by a letter from a person authorized to issue such verification by the college or university that offers such a program.

(c) The following subjects may be added as supplementary authorizations to a valid teaching credential specified in Education Code Section 44256(b):

- (1) Agriculture, including at least one course in each of the following areas: animal science, plant science, and agricultural mechanics;
- (2) Art, including at least one course in each of the following areas: drawing and painting, art history or appreciation, and crafts;
- (3) Business, including at least one course in each of the following areas: business management, business marketing or introduction to business, computer concepts and applications, economics, business communications or business English, and accounting;
- (4) Computer Concepts and Applications, including at least one course in each of the following areas: software evaluation and selection, hardware operation and functions, and classroom uses of computers;
- (5) English, including at least one course in each of the following areas: grammar or language structure, composition, and literature;
- (6) A Language Other Than English (Specify), including at least one course in the language covering each of the following areas: grammar, composition, conversation, and literature;

- (7) Health Science, including at least one course in each of the following areas: substance abuse (including alcohol, drug, and tobacco), family life education (including human sexuality, HIV/AIDS, and sexually transmitted diseases), nutrition, comprehensive school health systems or programs, and health education theory, behavior, or foundations;
 - (8) Home Economics, including at least one course in each of the following areas: food and nutrition, clothing, child development, and family life and parenting;
 - (9) Industrial Arts, including at least one course in each of the following areas: drafting or graphic arts, woods or metals, and electricity or electronics;
 - (10) Mathematics, including at least one course in each of the following areas (all course work shall be at least at a level for which intermediate algebra is a prerequisite): algebra, geometry, and development of the real number system or introduction to mathematics; or three courses in calculus or other mathematics courses for which algebra and geometry are prerequisites;
 - (11) Music, including at least one course in each of the following areas: vocal music, instrumental music, music history or appreciation, and music theory;
 - (12) Physical Education, including at least one course in each of the following areas: team sports and games, fundamental and creative movement skills (such as dance and gymnastics), human movement, motor development, and/or motor learning, and individual, dual, nontraditional and global sports and games (such as aquatics, conditioning, and archery);
 - (13) Science, including at least one course in each of the following areas: biological sciences, chemistry, geosciences, and physics; and
 - (14) Social Science, including at least one course in each of the following areas: United States history, California history, world history, geography, and United States government.
- (d) Home Economics Supplementary Authorizations must include a laboratory component in one of the listed subject areas. The course of study must cover both subject areas of food and nutrition but a single course may be used to meet the requirement. The course of study must cover both subject areas of family life and parenting, but a single course may be used to meet the requirement.
- (e) Science Supplementary Authorizations, **A** authorized by 80057.5((c)13) (c)(13), shall include a one-year sequence of courses in at least two of the listed subject areas. At least one course must include a laboratory component.
- (f) A subject specified in subsection (c), **except Mathematics [Section 80057.5(c)(10)]**, and listed on a teaching credential specified in Education Code Section 44256(b) as a supplementary authorization shall authorize the teaching of courses related to that subject in departmentalized classes in grades 9 and below.
- (1) A supplementary authorization in Mathematics obtained prior to July 1, 2002, authorizes the holder to teach mathematics in grades 9 and below. A supplementary authorization in Mathematics, obtained July 1, 2002 or after, authorizes the holder to teach mathematics, up to, but not including, geometry in grades 9 and below.**
- (g) Applicants who are progressing toward completion of supplementary authorization requirements as they existed on July 1, 1996, shall have until July 1, 1998, to apply for said authorizations.**

NOTE: Authority cited: Section 44225(b), Education Code. Reference: Section 44256(b), Education Code.





[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)
[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) |
[Examination Information](#)
[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)
[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of: October 4-5, 2000

Agenda Item Number: C&CA-2

Committee: Credentials and Certificated Assignments

Title: Report on San Francisco Monitoring Visit

✓ Information

Prepared by: Terri Fesperman, Staff Analyst
Certification, Assignments and Waivers Division

Report on San Francisco Monitoring Visit

September 20, 2000

Summary

The following is a report of the results of the monitoring of the certificated assignments in San Francisco Unified School District/County. San Francisco is one of the seven single-district counties for which the Commission has the responsibility to monitor assignments. Commission staff reviewed the assignments, met with the district/county staff, visited school sites to conduct interviews, and documented misassignments. The Commission continues to work with the district on the correction of the misassignments found as a result of the monitoring.

Fiscal Impact

None. The Certification, Assignment and Waivers Division allocates cost for monitoring activities in the annual budget.

Policy Issues to be Resolved

There are no policy issues to be resolved.

Background

Education Code Section 44258.9 requires all county superintendents of schools to monitor the certificated assignments in one-fourth of the school districts within their jurisdiction each year. The Commission has the responsibility to monitor and review assignments for the counties, or cities and counties, in which there is a single school district. These include the counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco. This year San Francisco Unified School District/County (referred to as "district" in this report) was reviewed by Commission staff. The 1999-2000 school year

marks the first year of the fourth monitoring cycle of the single-district counties by the Commission.

San Francisco Unified School District/County Report

From May 9 to 11, 2000, Commission staff members Donald Currier, Terri Fesperman, and Maureen McMurray, conducted on-site monitoring of the certificated employee assignments in the San Francisco Unified School District. Since the departure of Superintendent Rojas in August 1999, Assistant Superintendent Linda Davis has served as interim superintendent of the district and county. She was the chief administrative officer during the time of the assignment review. Ms. Davis has since retired and on August 1, 2000, Arlene Ackerman began her term as Superintendent of San Francisco Unified School District and County.

San Francisco Unified School District is a K-12 district which serves a population of over 60,000 students of which approximately 32% are Limited or Non-English proficient students. There are 116 schools in the district: 78 elementary schools, 17 middle schools, and 21 high schools. In addition, the school district operates community day programs and child development centers. During the 1999-2000 school year, the district employed 4,400 teachers which included 350 individuals who held long-term emergency permits. There were an additional 440 certificated employees that served in support positions such as administrators, librarians, and counselors.

One month prior to the visit, San Francisco Unified submitted documentation for the Commission's paper monitoring review. The material included class schedules from each school and the Master Schedule printout from the district office that listed names, social security numbers, credential information and class assignments for every certificated employee in the district. Staff spent several weeks reviewing the assignments and compiling a list of potential misassignments. Staff submitted this list to the district before the visit giving them an opportunity to clarify these assignments with the schools. The number of possible misassignments identified by the Commission for the 1999-2000 school year was 1229, more than double the amount that the Commission questioned during the last monitoring visit in 1995-96. The Commission had two major areas of concern: 1) the number of teaching staff in the classroom or other assignments who did not hold valid documents (290) because their credential had expired, applications for renewal were returned for additional information and had not been resubmitted to the Commission, or the applicant had never applied for certification; and 2) the number of individuals who had not yet submitted fingerprints cards or livescan (9) yet were serving in classrooms or other assignments.

On the first day of the monitoring visit, staff met with Dr. William Rada, Assistant Superintendent, and members of the Human Resource Division. Interim Superintendent Davis was not available for the meeting. At this meeting, staff discussed the schedule for the visit, the timeline established in statute for monitoring including the steps that the Commission may take if misassignments were not corrected, and the problem areas found as a result of the paper monitoring review.

This was the Commission's fourth visit to monitor the assignments in the San Francisco Unified School District. The Commission continues to stress to the district the importance of communication between the school site administrators and the district's Human Resources Department. In reviewing the assignments listed on the school site class schedules and those on the master schedule printout, it was evident that the communication between the school sites and the district office was lacking. The Commission found a large number of individuals (eight percent of the certificated staff) listed on the class schedules in assignments that differed from the one listed on the district's Master Schedule printout. As a result of the paper monitoring review by the Commission, potentially one-third of the district's employees were misassigned because they were did not hold the appropriate certification for the position in which they were serving or were in assignments listed on school site class schedules that differed from the district's Master Schedule printout.

Besides identifying potential misassignments, the paper review also brought to light problems with the Master Schedule printout as well as other widespread assignment issues. The district's Master Schedule printout is an important means of communication between the district's Personnel office and the school site and should reflect accurate, up-to-date information that can be relied upon for making and verifying teacher assignments. Often the information on the class schedules submitted by the schools did not match the information on the district's printout. The Master Schedule printout was missing a vast amount of information for many of the certificated staff and the credential information and class

assignments were often incomplete, inaccurate, or out-of-date. Consequently, Commission staff identified some questionable assignments that would not have been in question if the Master Schedule printout had been more accurate. Commission staff had to rely on the Commission's Credential Automation System (CAS) records to verify the type of document an individual held to decide if the individual was appropriately assigned. This greatly increased the amount of time needed to review the assignments in the district.

After the introductory meeting at the District office, arrangements were made for Commission staff to visit school sites. Since the elementary schools have not historically had problems with misassignments, the focus of our interviews was on the middle and high schools. The district coordinated visits to seven schools (four middle schools and three high schools) and arranged interviews with five teachers, one counselor, and seven site administrators over a day and a half. The interviews were enlightening for several reasons. First, after discussing the assignments listed on the class schedule and the Master Schedule printout it was clear that inaccuracies in the Master Schedule printout led us to identify some assignments as misassignments that were later determined to be valid. This brought to light that some site administrators did not coordinate with the district office before assigning teachers and other certificated staff. Second, it was evident from the interviews with teachers that some were unsure whether they held a valid credential or on what basis (Education Code assignment option, emergency permit, etc.) they were serving in an assignment if they were teaching outside the subject area of their document.

During the monitoring visit, the district arranged a meeting with Commission staff and their Data Processing staff to discuss the continuing problems with the Master Schedule printout. The school district had previously consulted with Commission staff in 1998 and downloaded credential information from the Commission's CAS system for the certificated staff serving in the district. Unfortunately, the monthly link to continue the download of credential information was never formed. Subsequently, the information in the district's data base became outdated. The District's Information Systems Department contacted the Commission's Information Management Systems Section following the monitoring visit in May and received another download of information and reestablished the monthly link. This monthly link to CAS continues to work and is a positive step in restoring the reliability of the district's printout of employee certification for the site administrators and the Human Resources Department.

In addition to problems with the Master Schedule printout, the paper review also revealed several questionable assignment practices. The district continued to assign teachers under the authority of the assignment options available to employers in the Education Code but had not received teacher consent or governing board approval. Both are required on an annual basis. The Commission recommended the district review their procedures for assigning teachers on the basis of an assignment options to ensure that teacher's consent and board approval is obtained every year for each assignment. The Commission also encouraged the district to establish policies and procedures and obtain board approval for a Committee on Assignments under EC §44258.7(c) and (d) and for the Craven Model under EC §44258.3. Both of these options allow a school district to verify a teacher's competence to teach a departmentalized class in grades K-12. Also, there were a number of teachers serving in internship programs who were assigned outside the subject area listed on their internship credential or certificate. While the holder of a college or university internship credential may serve outside the subject area of their credential on an assignment option in the Education Code available to employers, teacher consent and board approval is necessary as noted above. The district also is involved in the Pre-Intern Certificate program. The Commission found individuals serving in the pre-internship program who had not renewed their documents each year or who were teaching outside the subject area of their certificate (which is not an appropriate assignment because assignment options are not available to pre-intern certificates holders).

The Commission's review also uncovered several misconceptions concerning assignments that were clarified for the district. These misconceptions included that the holder of a Specialist Instruction Teaching Credential in learning, severely, communication handicapped, etc. is authorized to serve as a resource specialist without holding an additional authorization and the holder of a Bilingual Specialist Teaching Credential may teach a foreign language class. Both of these are inappropriate assignments.

The exit meeting on May 11, 2000, was attended by Interim Superintendent Davis, members of her staff, and members of the Human Resources Division. After summarizing the visit, Commission staff pointed out areas of concern including the large number of individuals who had expired documents or who had not submitted applications for renewal (290); the number

of individuals who had not yet submitted fingerprints (hard cards) or livescan (9); the problems with outdated information on the Master Schedule printout; the need for improved communication between the site administrators and the district office; and the need for an emphasis by the district on resources and training for the district's Human Resources Division.

The district agreed to the Commission's offer to send staff to assist the district in preparing staff development materials for the school site administrators on credential authorizations and local assignment options. On June 6, 2000, sixteen high school administrators, twenty-two middle school administrators, and five District Human Resources Department staff attended a two-hour session on assignment monitoring. The information, presented by Gloria Escobar of the district's Human Resources staff and assisted by Terri Fesperman, from the Commission was well received.

In July, the Commission sent a report of misassignments to the school district as required in statute. Between the time of the visit and the date the report was sent to the district, a large number of applications for credentials, permits, and waivers, clarification of the content of some classes, and a list of individuals no longer employed by the district were submitted to the Commission by the school district. As a result of the district's diligent effort, the list was narrowed to half of the original number of certificated staff whose assignments the Commission had identified as misassignments.

However, there still remained 520 misassignments. Since receipt of the letter from the Commission, the school district has continued to make a concerted effort to correct all the misassignments. The district has submitted applications for many of those individuals whose credentials had expired. A plan with the policies and procedures for establishing both a Committee on Assignments under EC §44258.7(c) and (d) and also for the Craven Model under EC §44258.3 will be submitted to their governing board this month. This will allow the district to correct many of the misassignments for individuals who are teaching outside the subject area of their teaching credential. Teachers who are assigned to serve limited English proficient students but lack the appropriate credential or authorization have been referred to the district's Bilingual Academy to be enrolled in the district's Plan to Remedy the Shortage or are applying for an emergency permit to complete the appropriate course work for the CLAD Certificate.

Commission staff continues to work with the credential analysts at the school district to correct all the misassignments. Staff greatly appreciates the professional manner in which the school district responded to the monitoring process. Staff has offered to revisit the school district for a follow-up review in November or December of this year. The Commission staff works throughout each year with the Human Resources Division of San Francisco Unified School District and the other single-district counties on the assignment of certificated staff.



[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



[CA Home Page](#)

[Governor's Home Page](#)

[About the Commission](#)

[Credential Information](#)

[Examination Information](#)

[Coded Correspondence](#)

[Credential Alerts](#)

[Educational Standards](#)

[Reports-on-Line](#)

[Committee on Accreditation](#)

[Troops to Teachers](#)

[Other Sites of Interest](#)

[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

PERF-1

Committee:

Performance Standards

Title:

Recommended Plan for Preparing Federally-Mandated Reports on Teacher Preparation Programs (Title II)

✓ Action

Prepared by:

David Wright
Director of Policy and Programs

Recommended Plan for Preparing Federally-Mandated Reports on Teacher Preparation Programs (Title II)

Office of Policy and Programs
September 19, 2000

Executive Summary

Two years ago, Congress enacted a federal law that requires the 50 states to issue annual reports about teacher preparation policies and programs. Six months ago, the United States Department of Education (USDOE) decided on technical definitions that will govern the preparation of data in the 50 state reports. According to these federal mandates, the sponsors of all teacher preparation programs are required to submit specified information to the Commission (and to 49 other state teacher licensing agencies) in April 2001. The Commission and its counterpart agencies in other states are required to compile the local data and issue state reports beginning in October 2001. Then the USDOE will issue a national report about teacher education policies and programs. Most immediately, the 50 states are required to plan how they will compile and report the federally-mandated data. This agenda report to the Performance Standards Committee describes the required data and suggests a feasible, cost-effective plan to compile and report it.

Fiscal Impact Summary

The legal mandate to prepare and publish annual reports about teacher preparation originated in Congress, which appropriated no funds to support the reporting costs. The Office of Policy and Programs has previously estimated the anticipated costs of the reporting requirements on all reporting agencies in California, including the Commission and the sponsors of local programs. The costs will be substantial and cannot be absorbed; the costs need to be addressed in budget augmentations during the forthcoming fiscal years.

Recommendation

That the Commission adopt the Recommended Plan for Preparing Federally-Mandated Reports on Teacher Preparation Programs (Title II), and authorize the Executive Director to implement the plan during the next twelve months.

Introduction: New Requirements of Federal Law

In 1998, Congress and the President passed the Higher Education Reauthorization Act, which contained many provisions. Among other things, this new law established the State Teacher Quality Enhancement Grant Program. In this program, the Commission earned a three-year federal grant in close collaboration with the Secretary for Education and other leaders of California education. Additionally, the 1998 federal law established new reporting requirements for (1) the sponsors of all teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. In September, 1999, the staff summarized this new federal law for the Commission. Since that time, several contentious issues pertaining to implementation of the law were resolved.

The federal statute requires each program sponsor and state licensing agency to issue an "annual report card" consisting of information related to the quality of teaching and teacher preparation. The sponsors of teacher preparation programs are required to forward specified information to state licensing agencies on April 7 each year beginning in 2001. Program sponsors are also required by federal law to make these "report cards" public. State reports are due on October 7 each year beginning in 2001, and are to be based in part on the information provided by the local program sponsors. In addition to information derived from the local sponsors' reports, the state reports must also include statewide information about teacher preparation standards and other policies. State licensing agencies are also required to make their reports public, and to forward them annually to the Secretary of Education in Washington D. C. On or before April 7 each year beginning in 2002, the Secretary of Education must submit a "national report card on teacher preparation and teacher quality" to the Congress. It is anticipated that this federal report will be based primarily on information provided in the 50 state reports.

To begin the implementation of this new federal statute, the United States Department of Education in May, 2000, published a *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation (Title II, Higher Education Act)*. This 85-page document includes definitions of technical terms, specifications for institutional and state reports, and answers to frequently-asked questions. In the *Reference and Reporting Guide*, the USDOE required each state to adopt a plan for implementing the federal law beginning in 2001. This plan, which the USDOE calls a "Preliminary State Report on Procedures," needs to be approved by the Commission so it can reach the USDOE by October 9, 2000.

Development of the Recommended Plan for California Reporting

While the *Reference and Reporting Guide* was being drafted in Washington D. C., the Executive Director of the Commission, Dr. Sam Swofford, played a leadership role in its development. After serving on the National Consultative Committee for the United States Department of Education, Dr. Swofford directed the Office of Policy and Programs to establish a Working Group on Federal Reporting Requirements in California. The Commission's staff quickly assembled a group of experienced professionals who could represent the major stakeholders in the process of preparing annual "report cards." The following individuals have served effectively as members of this advisory group.

Working Group on Federal Reporting Requirements (Title II)

- Carol Bartell
Dean of Education
California Lutheran University
- Elizabeth Graybill
Senior Policy Analyst
Postsecondary Education
Commission
- Diane Cordero de Noriega
Provost and Vice President
California State University, Monterey
- Stephen King, Dean
College of Communication &
Education

- Leslie Faucett
Chief Deputy Superintendent
California Department of Education
- Margaret Fortune
Assistant Secretary for Special
Programs
Office of the Governor
- Barbara Goldman
Associate Director of Teacher
Education
University of California, Davis
- Jeanie Milliken
Director of Teacher Education
Point Loma Nazarene University
- Nina Moore, Director
Office of the University President
University of California
- Beverly Young, Director
Office of the University Chancellor
California State University

The Working Group's consultations began in February, 2000, when the Commission was still offering expert testimony to the United States Department of Education regarding the language of the *Reference and Reporting Guide*. Following the *Guide's* publication, the Working Group met four times to develop a plan for reports by the sponsors of teacher preparation programs in California. In the recommended plan, the staff has endeavored to incorporate all of the Working Group's consensus decisions.

In August, 2000, the staff invited the sponsors of all teacher preparation programs in California to comment on a "preliminary draft" of the recommended plan. No program sponsors expressed opposition to the preliminary plan. The directors of several local programs indicated that the plan was generally feasible and acceptable to them. A few other program directors offered specific suggestions for ways to improve and clarify the plan. These suggestions were considered by the Working Group on August 29. Nearly all of the suggestions were incorporated into the recommended plan. There is no known opposition to the recommended plan in the State of California.

Categories of Information to be Included in the Recommended Reports

Chart One shows the major categories of information that would be included in program reports during the first reporting year (2001), if the recommended plan is adopted by the Commission. The chart also shows the anticipated sources of each category of information. Finally, Chart One shows who would report each category, and to whom the information in that category would be reported.

Chart One: Information and Reporting Relationships in the Recommended Reporting Plan

Categories of Information in Recommended Reports	Source of Each Category	Reporting Relationships
(1) Information about innovative features and sources of effectiveness in local programs of professional teacher preparation.	Sponsors of Local Programs	Local Sponsors Report to CCTC
(2) Factual information about the size of local programs of professional teacher preparation (e.g. numbers of candidates and graduates each year).	Sponsors of Local Programs	Local Sponsors Report to CCTC
(3) Factual information about the volume of program graduates who take and pass the Reading Instruction Competence Assessment (RICA).	Program Sponsors and the RICA Contractor	Sponsors and Contractor Report to CCTC
(4) Quartile rank-ordering of program sponsors on the basis of RICA pass rates by the graduates of local	The RICA Contractor and	CCTC Reports to USDOE and

programs of professional teacher preparation.		
(5) Status of local programs in the Commission's existing accountability system, which is managed by the Committee on Accreditation.	Committee on Accreditation	CCTC Reports to USDOE and the Public
(6) Factual information about teacher certification requirements and teaching standards (including exam passing scores) in the State of California.	Professional Services Division	CCTC Reports to USDOE and the Public

Chart One Continued: Information and Reporting Relationships in the Recommended Reporting Plan

Categories of Information in Recommended Reports	Source of Each Category	Reporting Relationships
(8) Factual information about the extent to which the State's teacher certification policies are aligned with State standards and assessments for students.	Professional Services Division	CCTC Reports to USDOE and the Public
(9) Factual information about credential waivers and emergency permits: requirements, numbers, and distribution (a) in high-poverty and low-poverty school districts and (b) across subject areas.	Certification, Assignments and Waivers Division	CCTC Reports to USDOE and the Public
(10) A general description of the State's broad strategy to improve the quality of teaching in public elementary and secondary schools.	Office of Governmental Relations	CCTC Reports to USDOE and the Public

To implement the recommended plan following its adoption by the Commission, the staff is preparing technical procedures to be followed by the sources of the information in Chart One. These technical procedures are summarized in the remaining pages of this report.

Reporting Relationships in the Recommended Plan

The following brief paragraphs describe relationships among the responsible parties in the recommended plan for California reporting.

- (1) The sponsors of local programs of professional teacher preparation will need technical assistance in understanding the federal requirements, and in assembling their first annual reports by April 9, 2001. This technical assistance will be provided by knowledgeable members of the Commission's staff, who will present information at statewide conferences, sponsor regional workshops, post information on the Commission's webpage, and answer questions by e-mail and telephone.
- (2) The obligation of local program sponsors to provide the required information is already established in the Commission's existing "preconditions for program accreditation." Program sponsors will provide the required information as a condition for the continuing accreditation of their programs. No changes in state statutes or regulations will be needed to implement the recommended plan.
- (3) Some of the technical information required by the federal law is available only from the company that holds the contract for ongoing administration of the Reading Instruction Competence Assessment (RICA). National Evaluation Systems, Inc. (NES) currently holds that contract. NES has consented to provide the required information to the CCTC and the sponsors of local programs. NES and CCTC staff are striving to minimize the costs of RICA data in an effort to avoid a fee increase.
- (4) The federal government requires each state to establish a procedure for reconciling

disputes that may arise between local program sponsors and testing contractors. The recommended plan provides an opportunity for each program's sponsor to evaluate and, if needed, challenge the RICA information provided by NES. The plan requires local program sponsors and NES to make "good faith efforts" to reconcile any disputes that may arise. If such efforts are not sufficient, the CCTC Executive Director would be responsible for resolving disputes in accordance with law.

- (5) The federal law requires reports by local program sponsors to be submitted to the state licensing agencies, and be made public. The recommended plan includes detailed specifications regarding the data elements that local program sponsors are to report to the Commission. The plan also informs local program sponsors of their legal obligation to make the reported data available to the public. Local compliance with this requirement is a federal responsibility based on the terms of federal law.
- (6) The federal law also requires reports by state licensing agencies to be forwarded annually to the United States Department of Education, and to be made public. All data reports will be included in the Commission's monthly agenda before they are released to the public or the federal government. Distribution of the Commission's reports will be governed by the agency's existing policies pertaining to management of public information.
- (7) The federal law also requires reports by the United States Secretary of Education to be submitted annually to the Congress, and to be made public. Each "national report card on the quality of teacher preparation" will be included in the Commission's monthly agenda shortly after it is published in Washington D. C. Analysis of the first such "report card" in 2002 will clarify the federal government's intended uses of the required data.

Anticipated Annual Review of the Recommended Plan

The staff is not suggesting that the Commission adopt "in perpetuity" the recommended plan for California reporting. Although the recommended plan has been developed carefully and in consultation with key stakeholder organizations, actual implementation of the plan may reveal unanticipated "surprises" during the first reporting year (2001). Implementation of the recommended plan in 2001 may also suggest other ways in which the reporting plan could be strengthened in subsequent years. For these reasons, the staff is recommending that the present plan for California reporting be adopted for one year (2001) only, and that an annual review of the reporting plan be conducted for the Commission in August and September, 2001.

The recommended annual review of the federal reporting plan will also provide opportunity for the Commission to examine connections between the federal data reporting requirements and the "outcomes data" provisions of AB 2339. In this Commission-sponsored legislation, which currently is on the Governor's desk, the sponsors of local programs of teacher preparation would be required to examine data that describe the "outcomes" of their programs, and the Commission would be required to take these data into account in overseeing the accreditation accountability system. Because of the uncertain status of AB 2339, it is premature to speculate about its possible relationships with the federal reporting requirements. If AB 2339 is enacted into law, however, the Executive Director may need to examine ways in which the two reporting initiatives could be "joined" for maximum cohesiveness and cost-effectiveness over time.

Recommended Timelines for California Reporting Under Federal Title II

This section identifies milestone dates for preparing federally-mandated reports in 2001 and 2002.

Phase One:	
Preparing to Compile and Report Data	
October 7, 2000	The Commission will send an adopted "California State Plan for Teacher Preparation Program Reports in 2001" to the United States Department of Education.
October 11-12	The Commission's staff will present information and answer questions about the new federal reporting requirements at the annual

conference of the Credential Counselors and Analysts of California.

October 2000	The Commission will mail hard-copies of the Final California State Plan to the sponsors of all teacher preparation programs.
October 23	The Commission's staff will begin to answer e-mail questions about the federal reporting requirements.
October and November 2000	<p>The Commission will sponsor the following regional workshops, where the staff will provide information and answer questions about Annual Institutional Reports.</p> <p>October 31 University of California, Davis November 8 California State University, Hayward November 13 California State University, Long Beach November 14 California State University, Northridge November 20 San Diego Institute for Learning</p> <p>Each workshop will begin at 10:00 a.m. and end at 3:00 p.m. Locations and driving directions will be distributed when available.</p>

Phase One Continued:

Preparing to Compile and Report Data.

November 1	The Commission's staff will post answers to frequently-asked questions about Institutional Reports on the World Wide Web.
November 13	NES and the Commission will post password-controlled websites for program sponsors to use in submitting required data.
November 27	The Commission's staff will begin answering additional questions about the federal reporting requirements by telephone.

Phase Two:

Compiling RICA Data in Cooperation with NES.

December 1, 2000	Last day for program sponsors to send lists of program completers in 1999-2000 to NES. Program sponsors will use a secure, web-based "channel" to provide these lists electronically to NES.
February 1, 2001	Last day for NES to report RICA data about program completers in 1999-2000 to the sponsor of each teacher preparation program at a secure web-based address.
February 5, 2001	Last day for the sponsor of each teacher preparation program to indicate that the specified RICA data were (or were not) received by the sponsor from NES.
February 12, 2001	Last day for the sponsor of each teacher preparation program to indicate to the Commission that the sponsor accepts (or does not accept) the RICA data as compiled by NES.
March 19, 2001	Last day for a program sponsor to collaborate with NES in a good-faith effort to resolve a dispute regarding RICA data. Remaining disputes will be resolved by the CCTC Executive Director in March..

Phase Three:

Compiling Program Data and Submitting to CCTC: (a) Program Data and (b) RICA Data Obtained from NES.

December 2000 - March 2001	The Commission will continue to post answers to frequently-asked questions on the World Wide Web. The staff will continue to answer additional questions by e-mail and telephone.
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April 9, 2001	Last day for the sponsors of professional teacher preparation programs to provide their First Annual Report Cards on Teacher Preparation Programs to the Commission. These data will include the RICA data from Phase Two and program data as required by federal law. Data will be provided to the Commission using a secure address on the World Wide Web.
June 30, 2001	Last day for the Commission to confer with program sponsors, as needed, to resolve any issues that may arise from analysis of the program data and RICA data submitted on April 9.

Phase Four:

Preparing the First Annual State Report by the Commission In Consultation with the Sponsors of Programs.

July 2001	The Commission will give program sponsors an opportunity to review a Preliminary State Report on Teacher Preparation Programs, in which the Commission will compile and consolidate information provided by the sponsors on April 9.
August 10, 2001	Last day for the sponsor of a professional teacher preparation program to forward to the Commission a statement of concern about the Commission's Preliminary State Report on Teacher Preparation Programs. A program sponsor that submits such a statement will then cooperate with the Commission in a good-faith effort to resolve issues expeditiously.
October 4, 2001	In its regularly-scheduled public meeting, the Commission will review and adopt the First Annual State Report on Teacher Preparation Programs before it is released to the public and the federal government.

Phase Five:

Preparing for Second Annual Reports in 2002.

August 2001	Commission staff will meet with the California Working Group on Federal Reporting Requirements to identify problems in the first-year process and generate solutions prior to the second year.
September and October 2001	The Commission will distribute a Revised State Plan for Teacher Preparation Program Reports in the second reporting year (2002). Program sponsors will have an opportunity to comment on this Revised Plan before the Commission implements it.
November 1, 2001	In its regularly-scheduled public meeting, the Commission will review and adopt any changes that may be needed in the first-year plan for federally-mandated reporting in California.
Calendar 2002	In April 2002, the United States Secretary of Education will release the First National Report Card on Teacher Preparation Programs, which will be presented to the Commissioners. Program sponsors will submit their Second Annual Institutional Reports to the Commission in April 2002. The Commission must forward a <i>Second Annual State Report Card</i> to the United States Department of Education in October 2002.





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[About the Commission](#)

[Credential Information](#)

[Examination Information](#)

[Coded Correspondence](#)

[Credential Alerts](#)

[Educational Standards](#)

[Reports-on-Line](#)

[Committee on Accreditation](#)

[Troops to Teachers](#)

[Other Sites of Interest](#)

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[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

PERF-2

Committee:

Performance Standards

Title:

Report on the Praaxis and Single Subject Assessments for Teaching (SSAT) Examinations in Vocational/Technical Subject Areas and Languages Other Than English: December 1995--June 1999

✓ Action

Prepared by:

Diane Tanaka, Assistant Consultant
Professional Services Division

Important note: The text of the agenda item itself and the Executive Summary of the Report are presented herein. The full text of the report is available in *Adobe Acrobat Reader* format (75 pages). Please [click here](#) to receive the *Adobe Acrobat Reader* version of the full report.

Report on the Praxis and Single Subject Assessments for Teaching (SSAT) Examinations in Vocational/Technical Subject Areas and Languages Other Than English: December 1995 -- June 1999

Professional Services Division
September 20, 2000

Executive Summary

The Commission has a responsibility to periodically assemble, interpret, and publish the results of the examinations it uses to verify the qualifications of prospective educators. The draft report entitled *Annual Report on the Praxis and SSAT Examinations in Vocational/Technical Subject Areas and Languages Other Than English: December 1995 -- June 1999* that follows this agenda report (as Attachment to PERF -- 2) is the first report describing the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in agriculture, business, health science, home economics, industrial and technology education, French, Korean, Japanese, Mandarin, Punjabi, Russian, Spanish and Vietnamese. The report provides information on the development, administration, and scoring of these exams; presents preparation and demographic data about examinees who took the exams from December 1995 through June 1999; and provides information about examinee performance (i.e., passing rates).

Fiscal Impact Statement

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

Recommendation

Staff recommends that the Commission accept the draft report entitled *Annual Report on the Praxis and SSAT Examinations in Vocational/Technical Subject Areas and Languages Other Than English: December 1995 -- June 1999* and authorize staff to finalize it and make it available to interested parties.

The Commission issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements to earn a Single Subject Teaching Credential is verification of subject matter competence. To meet the subject matter requirement in the vocational/technical subject areas (agriculture, business, health science, home economics, and industrial and technology education) and in languages other than English (French, Korean, Japanese, Mandarin, Punjabi, Russian, Spanish and Vietnamese), candidates must demonstrate subject matter knowledge in one of two alternative ways: (a) completion of a Commission-approved program of subject matter preparation for teaching in the subject area, or (b) passage of subject matter examinations. California Education Code Section 44281 requires the Commission to administer subject matter examinations and assessments for the purpose of verifying subject matter knowledge for teachers who take the exams in lieu of completing approved subject matter programs.

Since December 1995, the Commission has used exams in *The Praxis Series: Professional Assessments for Beginning Teachers* (Praxis exams), administered by Educational Testing Service (ETS), and the *Single Subject Assessments for Teaching* (SSAT exams), administered by National Evaluation Systems, Inc. (NES), for this purpose. The specific exams used to verify subject matter competence in the vocational/technical subject areas and in languages other than English are shown in the table on the next page. Candidates for Single Subject Teaching Credentials in these subject areas who have not completed Commission-approved subject matter preparation programs must pass the appropriate exams shown in the table.

The Commission has a responsibility to periodically assemble, interpret, and publish the results of the examinations it uses to verify the qualifications of prospective educators. Such reports enable the Commissioners and their diverse constituents to ascertain the effectiveness of the examinations and their impact on the overall system of teacher preparation in California. The publishing of reports on examination results is a public service strongly related to the Commission's function as the education licensing body in California.

Subject Matter Examinations in the Vocational/Technical Subject Areas and in Languages Other Than English

Subject	Praxis Exams	SSAT Exam
Vocational/Technical:		
Agriculture		Agriculture
Business		Business
Health Science		Health Science
Home Economics		Home Economics
Industrial and Technology Education		Industrial and Technology Education
Languages Other than		

English:		
French	French: Productive Language Skills French: Linguistic, Literary, and Cultural Analysis	French
German		German
Japanese		Japanese
Korean*		Korean
Mandarin		Mandarin
Punjabi		Punjabi
Russian		Russian
Spanish	Spanish: Productive Language Skills Spanish: Linguistic, Literary, and Cultural Analysis	Spanish
Vietnamese		Vietnamese

* Korean was added as an SSAT examination area in June 1999. Data for the Korean exam are not included in this report.

The draft report entitled *Annual Report on the Praxis and SSAT Examinations in Vocational/Technical Subject Areas and Languages Other Than English: December 1995 -- June 1999* that follows this agenda report (as Attachment to PERF--2) is the first report describing the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the vocational/technical subject areas and in languages other than English. This report provides information about the development, administration, and scoring of the exams; presents preparation and demographic data about examinees who took the exams from December 1995 through June 1999; and provides information about examinee performance (i.e., passing rates) on the exams.

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

Report on the Praxis and SSAT Examinations in Vocational/Technical Subject Areas and Languages Other than English

December 1995 -- June 1999

Executive Summary

The California Commission on Teacher Credentialing issues Single Subject Teaching Credentials that authorize the teaching of specific subjects in departmentalized classrooms, typically found in secondary schools. One of the requirements for earning a Single Subject

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

Since December 1995, the Commission has used exams in *The Praxis Series: Professional Assessments for Beginning Teachers* (Praxis exams), administered by Educational Testing Service (ETS), and the *Single Subject Assessments for Teaching* (SSAT exams), administered by National Evaluation Systems, Inc. (NES), for this purpose. This report will describe the participation and performance of examinees on the Praxis and SSAT examinations used to verify subject matter knowledge in the vocational/technical subject areas (agriculture, business, health science, home economics, and industrial and technology education) and in languages other than English (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese). The specific exams used are shown in the table on the next page. Candidates for Single Subject Teaching Credentials in these subject areas who have not completed Commission-approved subject matter preparation programs must pass the appropriate Praxis and SSAT exams.

This report provides information about the Praxis and SSAT exams and their development, administration, and scoring; presents preparation and demographic data about examinees who took the Praxis and SSAT exams in these subject areas from December 1995 through June 1999; and provides information about examinee performance (i.e., passing rates) on the exams.

Subject Matter Examinations in the Vocational/Technical Subject Areas and in Languages Other Than English

Subject	Praxis Exams	SSAT Exam
Vocational/Technical:		
Agriculture		Agriculture
Business		Business
Health Science		Health Science
Home Economics		Home Economics
Industrial and Technology Education		Industrial and Technology Education
Languages Other than English:		
French	French: Productive Language Skills French: Linguistic, Literary, and Cultural Analysis	French
German		German
Japanese		Japanese
Korean*		Korean

Mandarin		Mandarin
Punjabi		Punjabi
Russian		Russian
Spanish	Spanish: Productive Language Skills Spanish: Linguistic, Literary, and Cultural Analysis	Spanish
Vietnamese		Vietnamese

* Korean was added as an SSAT examination area in June 1999. Data for the Korean exam are not included in this report.

Summary of Preparation and Demographic Data for Examinees

The subject areas with the greatest number of participants in 1998-99 were Spanish, business, and health science. Punjabi, Russian, and Vietnamese had the fewest examinees.

Because the information about examinees' educational level, undergraduate major, in-state/out of state preparation status, and best language were not collected on the SSAT registration form until July 1, 1998, data for these categories are not available for most examinees for which the SSAT exam is the only required exam (agriculture, business, German, health science, home economics, industrial and technology education, Japanese, Mandarin, Punjabi, Russian, and Vietnamese). But the data is available for French and Spanish, and for these subject areas, the largest numbers of examinees had either earned Bachelor's degrees or had completed Bachelor's degrees plus additional coursework. The most frequent undergraduate college major for French and Spanish participants was the language in which they tested, followed by social sciences and English/humanities. Approximately one-quarter of French and Spanish examinees reported a language other than English as their best language.

Results of other measures of preparation, semester units in the subject area and undergraduate grade point average (GPA), differed by subject area. More than half of agriculture and business examinees reported 37 or more units. French and home economics participants tended to be either well prepared with 37 or more units or to report less than 25 units. The largest numbers of German, health science, industrial and technology education, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese candidates were relatively unprepared with 24 units or less. With the exception of Russian examinees, the largest group of participants in each group reported undergraduate GPAs between 2.5 and 3.49.

Data were also available for all exams for gender and ethnicity of participants. More females than males took the agriculture, French, German, health sciences, home economics, Japanese, Mandarin, Punjabi, Russian, and Spanish exams. The opposite was the case in the business, industrial and technology education, and Vietnamese exams, where more males than females took the exams. The ethnicity of participants also varied by exam. The highest reported ethnicity for agriculture, business, French, German, health science, home economics, industrial and technology education, and Russian was White. Mandarin examinees reported they were Asian American most often. Vietnamese participants indicated either Asian American or Southeast Asian American. All of the Punjabi participants selected Other. Japanese and Spanish participants were divided among several ethnicities, with less than half White participants.

Summary of Passing Rates on the Examinations

The table below provides a summary of the cumulative and first-time passing rates on the Praxis and SSAT examinations in the vocational/technical subject areas and in languages other than English. **To fully understand this table and the discussion that follows, the reader should read the discussion of the passing rate data tables on pages 14-16.**

Summary Passing Rates on the Praxis and SSAT Exams in the Vocational/Technical Subject Areas and in Languages Other than English

	Cumulative Passing Rates					
	All Participants		Attempted All Exams		First-Time Passing Rates	
	N	% Passed	N	% Passed	N	% Passed
Vocational/Technical						
Agriculture	57	42.1			75	33.3
Business	418	65.3			623	50.4
Health Science	476	90.5			754	84.1
Home Economics	142	77.5			207	70.5
ITE	94	77.7			145	65.5
Languages Other Than English						
French	185	41.1	111	68.5	165	49.1
German	47	78.7			71	80.3
Japanese	53	86.8			77	83.1
Mandarin	38	94.7			52	90.4
Punjabi	3	--			5	--
Russian	16	--			19	--
Spanish	916	36.0	539	61.2	726	39.7
Vietnamese	28	100.0			38	100.0

Notes: "ITE" is Industrial and Technology Education. The "Attempted All Exams" area is shaded for the subject areas for which only one examination is required. First-time passing rates include all examinees who took the all of the appropriate exams for the subject area from December 1995 through June 1999. Cumulative passing rates do not include examinees who attempted their initial exam from July 1998 through June 1999. Passing rates are not reported for exams with fewer than 25 participants.

The subject areas with the highest passing rates were Vietnamese, Mandarin, health science, Japanese, and German. Language candidates, with the exception of French and Spanish examinees, tended to be very successful at passing the exam(s). In most cases, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. In all subject areas except French and Spanish, cumulative passing rates are higher than first-time passing rates, indicating that candidates who persist after an initial failure can improve. The overall cumulative passing rates for French and Spanish are lower than the first-time passing rates because these subject areas require multiple exams. It appears that some candidates who do not pass the first exam they take decide not to go on to take the other exams in that field. The comparison of the cumulative passing rates for those who have completed all required exams with the first-time passing rates show the same result as the other subject areas.

In the subject areas with enough examinees to make subgroup comparisons, the cumulative passing rates varied by subject area for gender and ethnic groups. Female participants outperformed male participants on the health science, and Spanish exams, whereas the reverse was found for the business exam. Examinees who identified themselves as White passed at higher rates on the business, health science, and French exams than other reported ethnicities. In Spanish, however, the highest passing rates were attained by Latino and Mexican American examinees.

Although the relationship is somewhat mixed, preparation was generally related to performance on the vocational/technical and language exams. In French and Spanish, subject areas in which data are available for educational level and undergraduate major, higher educational level was generally related to high passing rates, but an undergraduate major in French or Spanish did not lead to a higher passing rate on the exams. In all subject areas with enough examinees to report subgroups of undergraduate GPA, the higher the reported GPA, the higher the cumulative passing rate. A similar relationship was found with units of coursework: examinees who reported completing 37 or more units passed at higher rates than those who reported fewer units.

Important note: The text of the agenda item itself and the Executive Summary of the Report are presented herein. The full text of the report is available in Adobe Acrobat Reader format (75 pages). Please [click here](#) to receive the Adobe Acrobat Reader version of the full report.



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California Commission on Teacher Credentialing

Meeting of: October 4-5, 2000

Agenda Item Number: PERF-3

Committee: Performance Standards

Title: Proposed Requests for Proposals Related to the (1) California Basic Educational Skills Test (CBEST), (2) Reading Instruction Competence Assessment (RICA), and (3) Subject Matter Requirement for Single Subject Teaching Credentials in English, Mathematics, Science, and Social Science

✓ Action

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

Proposed Requests for Proposals Related to the (1) California Basic Educational Skills Test (CBEST), (2) Reading Instruction Competence Assessment (RICA), and (3) Subject Matter Requirement for Single Subject Teaching Credentials in English, Mathematics, Science, and Social Science

**Professional Services Division
September 20, 2000**

Executive Summary

This report describes four Requests for Proposals (RFPs) staff proposes that the Commission release in the next few months. One is for the continued administration of, development of new items for, and implementation of a passing standard study for the California Basic Educational Skills Test (CBEST). The current CBEST administration contract expires on June 30, 2001. The second RFP is for a feasibility study of offering a computerized CBEST. The third is for the continued administration of, development of new items for, and a validity study of the Reading Instruction Competence Assessment (RICA). The last RICA administration under the current contract will be in June 2001. The fourth proposed RFP is to secure a contractor for a review of the subject matter competence requirement (both exam specifications and program standards) for Single Subject Teaching Credential candidates in English, mathematics, science, and social science. Each of the proposed RFPs is summarized, and a plan and schedule for releasing the RFPs, if they are authorized by the Commission, is described.

Fiscal Impact Statement

The costs of preparing the proposed Requests for Proposals and selecting contractors can

be supported by the agency's base budget. The costs of the contracts would be supported by examination fees.

Recommendations

1. Staff recommends that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor for:
 - Administration of the CBEST through June 2004;
 - Development of new CBEST test items; and
 - Implementation of a CBEST passing standard study.
2. Staff recommends that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor to conduct a feasibility study of offering a computerized CBEST.
3. Staff recommends that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor for:
 - Administration of the RICA through June 2004;
 - Development of new RICA test items; and
 - Review of RICA validity.
4. Staff recommends that the Commission Authorize the Executive Director to release a Request for Proposals to secure a contractor for a review of the subject matter competence requirement for Single Subject Teaching Credential candidates in English, mathematics, science, and social science.

Introduction

This report describes four Requests for Proposals (RFPs) staff proposes that the Commission release in the next few months. One is for the continued administration of, development of new items for, and implementation of a passing standard study for the California Basic Educational Skills Test (CBEST). The current CBEST administration contract expires on June 30, 2001. The second RFP is for a feasibility study of offering a computerized CBEST. The third is for the continued administration of, development of new items for, and a validity study of the Reading Instruction Competence Assessment (RICA). The last RICA administration under the current contract will be in June 2001. The fourth proposed RFP is to secure a contractor for a review of the subject matter competence requirement (both exam specifications and program standards) for Single Subject Teaching Credential candidates in English, mathematics, science, and social science.

Each of the proposed RFPs is summarized below. This is followed by a plan and schedule for releasing the RFPs if they are authorized by the Commission.

California Basic Educational Skills Test (CBEST)

Background

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. Passage of the California Basic Educational Skills Test (CBEST), which measures basic proficiency in English reading, mathematics, and writing, has been a requirement for nearly all credentials, certificates, and permits since February 1, 1983. The CBEST has been administered under the aegis of the Commission since its initial administration in December 1982. It consists of three sections: the Reading and Mathematics sections, which include multiple-choice test items, and the Writing section, on which examinees write two essays.

The CBEST is currently administered by National Evaluation Systems, Inc. in accordance with a contract awarded in March 1998 on the basis of a competitive bidding process. The contract will expire on June 30, 2001. The last administration under that contract is scheduled for June 9, 2001. If the current administration schedule continues under the next contract, the next administration would be in August 2001.

Two bills enacted into law during the 1999 legislative session will have an impact on the

CBEST program. AB 27 (Leach) requires the Commission to evaluate the CBEST's content validity, reliability, and passing standards. An evaluation of the content validity and reliability is currently underway and is expected to be completed early next year. This work could result in changes to the content of the CBEST. The evaluation of the passing standards is proposed to be implemented within the next contract. If the CBEST content changes, the passing standard study should be conducted on the revised CBEST. (The CBEST would be revised as part of the next contract.) If the test content does not change, then the evaluation of the passing standards would be implemented on the current CBEST early in the next contract.

AB 1282 (Jackson) allows the Commission, after January 1, 2002, to establish the CBEST test fee at an amount necessary to recover the cost of examination administration and development, unless the costs are recovered by appropriations from another source of funds. Prior to this bill, the CBEST fee was capped by law at \$40, an amount that will soon be insufficient to cover the administration and development costs (given the current administration policies). In addition, AB 1282 requires the Commission to increase the availability of the CBEST and improve exam-related services to candidates for teaching credentials, actions that will increase program costs.

To continue the administration of the legislatively mandated CBEST, and to explore the possibility of increasing its availability and improving exam-related services, staff is proposing two CBEST-related RFPs: one for administration and other services, and another for a feasibility study of offering a computerized CBEST.

The Proposed Request for Proposals for CBEST Administration and Other Services

Staff proposes that the Commission authorize the Executive Director to release an RFP to secure a contractor for:

- Administration of the CBEST through June 2004;
- Development of new CBEST test items; and
- Implementation of a passing standard study.

Each of these activities is described below. The contract costs would be recovered through examinee fees.

Administration of the CBEST Through June 2004

The proposed RFP would call for a contractor to administer the CBEST through June 2004. Currently the CBEST is administered six times annually in 25 areas across California, ranging from Arcata in the north to the Imperial Valley in the south. The CBEST is also administered outside of California, which facilitates the recruitment of out-of-state teachers. Because Oregon has established the CBEST as a requirement for educator licensure, the examination is administered there six times per year. Once each year, the CBEST is administered in Atlanta, Austin, Chicago, Denver, Houston (Teach for America), and New York to people interested in teaching in California (or Oregon). The CBEST is also administered once or twice each year to prospective teachers in the Philippines, and by appointment for members of the U. S. military services in Europe and Asia, as well as the continental United States, who are preparing to transition into a career in education.

Administration of the CBEST involves the following contractor responsibilities:

- assuring the security of the testing process and materials;
- producing all program communications and materials;
- producing annual registration bulletins;
- identifying and securing testing sites;
- registering candidates;
- hiring and training test administrators;
- administering the CBEST at multiple sites;
- providing alternative testing arrangements to candidates with verified disabilities;
- hiring and training of scorers;
- scoring and reporting scores to candidates, colleges, universities, and the Commission; and
- producing reports.

In response to the requirements of AB 1282 (summarized above), staff plans to ask

contractors to bid on the administration of the CBEST with the current parameters, and to bid on several alternatives that would increase the availability of the CBEST and improve exam-related services to candidates. The specific improvements related to test administration being considered for inclusion in the RFP are listed below. Upon receipt of proposals in response to the RFP, the Commission will have to evaluate each improvement in terms of its value, cost, and impact on examinee fees.

1. Adding one or more test areas in California. As mentioned above, the CBEST is currently administered at test sites in 25 areas across California. Bidders will be asked to provide a cost for this number of test areas and a cost for adding additional test areas in California.
2. Adding one or more test dates in California. Bidders will be asked to provide a cost for administering the exam in California six times annually, as is done now, and a cost for administering the exam more frequently.
3. Faster score reporting. Individual score reports are typically mailed to examinees four weeks following the testing date. Bidders will be asked to provide costs for the current four-week reporting time and a three-week reporting time. Now, all examinees' score reports are mailed at the same time, regardless of whether or not they took the Writing section of the CBEST, which takes longer to score than the multiple-choice Reading and Mathematics sections. Bidders will be asked to provide a cost for mailing score reports to examinees who took only the Reading and/or Mathematics sections first (e.g., within two weeks of the testing date), followed by score reports to examinees who took the Writing section.
4. Additional out-of-state testing. Bidders will be asked to bid on the administration of the CBEST in the various out-of-state sites mentioned above. In addition, they will be asked to bid on a program that provides to prospective California teachers who reside outside of California increased opportunities to take the test. This could involve additional out-of-state sites and/or additional testing dates.
5. Web-based registration services. Currently, examinees register to take the CBEST by completing a machine-readable registration form provided in a registration bulletin. The completed form is mailed to the contractor, who mails the examinee an admission ticket. In addition to asking bidders to propose a price for the current paper-based registration process, staff plans to ask bidders to describe and provide cost information for the provision of Internet-based registration services. These services would allow examinees to, for example, register online, locate and print driving directions to the testing site, print an admission ticket, etc.
6. Other cost-effective changes. Bidders will be asked to propose other program changes that would cost-effectively increase the availability of the CBEST and improve exam-related services to candidates.

Development of New CBEST Test Items

As indicated above, the CBEST is currently going through a content validity review. This work is expected to be completed early next year and could lead to changes in the skills tested on the CBEST. Skills could be added, deleted, or revised. The proposed RFP would require the contractor to develop new CBEST test items. The extent and nature of the development would depend on the extent and nature of the content changes. Even if no changes are made in the tested skills, new development is needed to "refresh" the CBEST item pool. New item development would begin with the award of the contract and continue over the life of the contract. Item development needed to reflect content changes would occur first.

Implementation of a Passing Standard Study

As mentioned above, AB 27 (Leach) requires the Commission to evaluate the CBEST's content validity, reliability, and passing standards. An evaluation of the content validity and reliability is currently underway and is expected to be completed early next year. This work could result in changes to the content of the CBEST. The proposed RFP would require the contractor to conduct an evaluation of the CBEST passing standards for each of the three test sections and overall. If the CBEST content changes, the passing standard study would be conducted on the revised CBEST. If the test content does not change, then the evaluation of the passing standards would be implemented on the current CBEST early in the new contract.

The Proposed Request for Proposals for a Feasibility Study of Offering a Computerized CBEST

Staff proposes that the Commission authorize the Executive Director to release an RFP to secure a contractor to conduct a feasibility study of offering the CBEST via secure computers at multiple sites throughout California and, possibly, the entire United States. Potential benefits of offering a computerized CBEST (in addition to continuing the paper version) include, but are not limited to, the opportunity for examinees to take the test on a day that is possibly more convenient for them than the six scheduled administration dates, and the possibility of immediate (although provisional) score reporting.

The CBEST is a high-stakes, high-volume, standardized teacher licensure examination, however, and a number of interrelated questions need to be answered before the Commission can make a fully informed decision of whether or not to implement computer-based CBEST testing. Among the more critical questions are:

1. **Benefits and Disadvantages.** Compared to the paper version, what would the benefits and disadvantages be of offering a computerized CBEST?
2. **Cost.** What would the costs be to computerize and administer a computer-based CBEST? Should these costs be passed on to the examinees? If so, should all examinees pay the costs, or only the examinees who choose to take the computerized CBEST? What will be the impact on examinee fees in each scenario? Are the benefits of computerized testing worth the costs and disadvantages?
3. **Marketability.** If we build it, will they come? Is there a need or demand for a computerized CBEST? If the costs are borne only by examinees who choose to take the computerized version, how many examinees will be willing to pay those additional costs?
4. **Capacity.** Is there sufficient capacity throughout the state to meet the anticipated demand for a computerized CBEST? How many computerized testing centers are potentially available? Are they available in all regions of the state?
5. **Security.** What types of potential security problems are posed by computer-based testing (e.g., impersonation, over-exposure of test items, security of the hardware and software)? How can these types of security problems be solved?
6. **Test Delivery Model.** Should a computerized CBEST be a fixed (linear) test like the paper version, or should it be an adaptive test, on which the test items given an examinee depend on the examinee's success on previous items?
7. **Testing Frequency.** How often should the test be available for testing via computer? How often should a candidate be allowed to retake the test?
8. **Scoring and Score Reporting.** Would computerized testing provide scores to examinees quicker than paper-and-pencil testing? Could the CBEST Writing Section be scored on an ongoing, flow basis while maintaining high scorer reliability?
9. **Process and Timeline.** If the Commission determines that the benefits of a computerized CBEST outweigh the disadvantages, what is the best process for moving forward? What would be a reasonable timeline? If a pilot test is needed, what would the nature and extent of the pilot test be? What kinds of studies would be necessary to investigate the comparability of the computerized and paper versions?

To answer these and other related questions, staff believes the Commission should seek the services of a qualified contractor with expertise in computer-based testing. Upon conclusion of the proposed study, the Commission would have a sound information base on which to make decisions about offering a computerized CBEST.

Reading Instruction Competence Assessment (RICA)

Background

California Education Code Sections 44283 and 44283.2 require that most candidates for initial Multiple Subject Teaching Credentials and Preliminary Level I Education Specialist Instruction Credentials pass the Reading Instruction Competence Assessment (RICA). Candidates can satisfy this requirement by passing either the RICA Written Examination or the RICA Video Performance Assessment.

In October 1997, as a result of a competitive bidding process, the Commission approved a contract with National Evaluation Systems, Inc. for the development and administration of the RICA. The RICA was administered for the first time in June 1998. The current contract will expire on October 31, 2001. The last administration of the RICA under this contract will be the June 9, 2001, administration of the RICA Written Examination. If the current administration schedule continues under the next contract, the next administration of the RICA Written Examination would be in August 2001.

The Proposed Request for Proposals

Staff proposes that the Commission authorize the Executive Director to release an RFP to secure a contractor for:

- Administration of the RICA through June 2004;
- Development of new RICA test items; and
- Review of RICA validity.

Each of these activities is described below. The contract costs would be recovered through examinee fees.

Administration of the RICA Through June 2004

The proposed RFP would call for a contractor to administer the RICA through June 2004. Currently the RICA Written Examination is administered six times annually in 18 areas across California, ranging from Arcata in the north to San Diego in the south. The RICA Video Performance Assessment is administered three times per year.

Administration of the RICA (like the CBEST) involves the following contractor responsibilities:

- assuring the security of the testing process and materials;
- producing all program communications and materials;
- producing annual registration bulletins;
- identifying and securing testing sites;
- registering candidates;
- hiring and training test administrators;
- administering the Written Examination at multiple sites;
- providing alternative testing arrangements to candidates with verified disabilities;
- hiring and training of scorers;
- scoring and reporting scores to candidates, colleges, universities, and the Commission; and
- producing reports.

Development of New RICA Test Items

The proposed RFP would require the contractor to develop new RICA Written Examination test items and to review and update as necessary the RICA Video Performance Assessment materials. This work would commence upon award of the contract.

Review of RICA Validity

In July 1999, the Commission adopted a schedule for validity studies of all of the credential examinations (and related program standards) currently used by the Commission (Attachment A). The schedule calls for a validity study of the RICA in 2002-03. The proposed RFP would ask the contractor to implement this study as part of the new contract. The study would involve a review of the current RICA content specifications (and related program standards) by an advisory panel, a statewide job analysis/content validity survey, and, potentially, revised content specifications (and standards). This work would commence in the summer of 2002 and be completed by the spring of 2003.

If the RICA content specifications were revised on the basis of the validity study, they would be presented to the Commission for adoption in the spring of 2003. If the specifications were revised, new development on the basis of the revised specifications could take place from the spring of 2003 until the summer of 2004 pursuant to another contract that would also include administering the RICA beyond June 2004.

Review of the Subject Matter Requirements for Single Subject Teaching Credentials in

Background

Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the Commission-adopted subject matter examinations. Because they satisfy the same requirement, these two options should be as aligned and congruent as possible.

In the early 1990s, the Commission developed and adopted (a) standards for the subject matter preparation programs and, at the same time, (b) specifications for the examinations. This work was done with the advice of subject matter advisory panels and data from validity studies, and resulted in program standards and exam specifications (that define the subject matter competence requirement) that were valid and closely aligned with each other.

The validity of the subject matter competence requirement (i.e., program standards and exam specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions. The validity of the exam specifications and program standards used by the Commission has been established in conjunction with their initial development. Professional practice and legal defensibility require, however, that the validity of these policies be periodically re-established, as job requirements and expectations may change over time.

In the late 1990s, the State Board of Education adopted K-12 student content standards in English, mathematics, science, and social science. These new standards have obvious and direct implications for the subject matter competence requirement of prospective teachers. This was recognized in SB 2042 (Alpert, 1998), which requires the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content standards adopted by the State Board.

Staff's proposal for an RFP for validity studies in the four core curriculum areas together represents a modification of the validity study schedule adopted in July 1999 (Attachment A). Rather than having Commission staff conduct an "in-house" validity study in mathematics, staff is proposing adding mathematics to the other three areas for which we would have a contractor conduct validity studies. There are new student content standards in all four areas, and we should focus our efforts on all four as soon as possible. Securing a contractor to do mathematics together with the other three areas would be a more efficient and effective use of resources.

The Proposed Request for Proposals

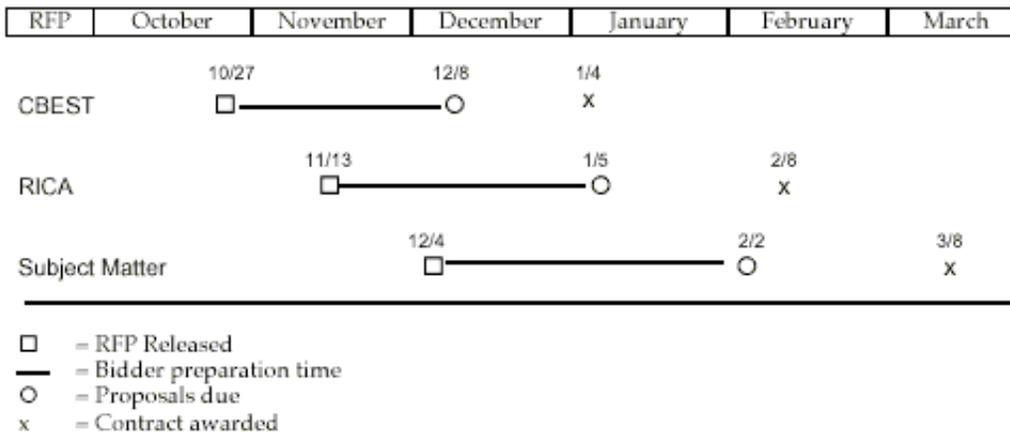
Staff proposes that the Commission authorize the Executive Director to release an RFP to secure a contractor for a review of the subject matter competence requirement for Single Subject Teaching Credential candidates in English, mathematics, science, and social science. The contractor would work with Commission staff and an advisory panel in each subject area to review and revise as necessary the exam specifications and program standards. The contractor would implement a job analysis/validity study survey for each of the four areas. This work would assure that (a) the Single Subject Credential subject matter requirement represents the knowledge and skills needed by teachers in each of these four areas, and (b) the Commission's subject matter requirements for teachers are appropriately aligned and congruent with the State Board of Education's K-12 student content standards.

The result of this contract would be revised exam specifications and subject matter program standards in English, mathematics, science, and social science. It is estimated that these new policies would be presented to the Commission for adoption in the spring of 2002. New test development on the basis of the revised specifications could be initiated at that time, and the new exams could be available beginning in the 2002-03 testing year. The new exam development would take place pursuant to another contract that would also include administering the new exams.

Plan for the Release of the Proposed Requests for Proposals

If the RFPs described above are authorized by the Commission, staff plans to release the CBEST administration, RICA administration, and subject matter review RFPs according to the schedule shown on the next page. Staff plans to release the computerized-CBEST feasibility study RFP early in 2001, but the specific dates related to this RFP have not yet been determined. The schedule for the more time-sensitive CBEST administration, RICA administration, and subject matter review RFPs will allow sufficient time for a new contractor to prepare for the administration of the CBEST and RICA should a new contractor win one or both of those contracts. It also gives potential bidders approximately one month between the due dates for the CBEST and RICA proposals, and between the RICA and subject matter proposals. This will make it easier for bidders to submit bids for more than one RFP than if all three RFPs were due at the same time.

RFP Schedule
(October 2000-March 2001)



Staff is considering other steps to provide potential bidders with a full opportunity to bid if interested and to increase the likelihood of receiving multiple competitive bids in response to each RFP. These include the following:

1. Send a letter in October to each potential bidder on our mailing list announcing the upcoming release of the RFPs. This will give bidders a "heads up" and allow them to plan time for responding to the RFP(s) of interest.
2. Put an announcement of the upcoming RFPs on the Commission's website.
3. Send each RFP to each potential bidder on our mailing list. Send the RFPs to BidNet, an RFP clearinghouse, and advertise them on the Electronic California State Contracts Register.
4. Hold a Bidders' Conference for each RFP. This may be conducted via conference call to save potential bidders time and expense.
5. Provide the longest possible period during which potential bidders may ask questions about each RFP. Accept bidders' questions and provide responses electronically.

Staff is also considering including a questionnaire and a return envelope with each RFP. The questionnaire would ask potential bidders who decide not to bid (a) why they declined to bid and (b) if they would like to remain on our potential bidders' mailing list for future RFPs.

Attachment A: Schedule for Examination Validity Studies (Adopted July 1999)

1999-2000	2000-2001	2001-2002	2002-2003
Conducted by Contractor	Conducted by Contractor	Conducted by Contractor	Conducted by Contractor
MSAT	Praxis and SSAT Exams in English, the Sciences, and Social Science	CLAD/BCLAD Examinations	RICA
<ul style="list-style-type: none"> ● Content Knowledge Examination ● Content Area 		<ul style="list-style-type: none"> ● Test 1: Language Structure and Language Development ● Test 2: Methodology of Bilingual, English Language Development, 	<ul style="list-style-type: none"> ● Written Examination ● Video Performance

<p>Exercises</p> <p>CBEST</p> <ul style="list-style-type: none"> • Reading • Writing • Mathematics 	<p>and English Language</p> <ul style="list-style-type: none"> • Praxis English Language, Literature and Composition: Essays • SSAT Biology • Praxis Biology: Content Essays • SSAT Chemistry • Praxis Chemistry: Content Essays • SSAT Geoscience • SSAT Physics Examination • Praxis Physics: Content Essays • SSAT General Science • Praxis General Science: Content Essays • SSAT Social Science • Praxis Social Studies: Analytical Essays • Praxis Social Studies: Interpretation of Materials 	<p>and Content Instruction</p> <ul style="list-style-type: none"> • Test 3: Culture and Cultural Diversity • Test 4: Methodology for Primary-Language Instruction • Test 5: Culture of Emphasis (Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Latino, Punjabi, Vietnamese) • Test 6: Language of Emphasis (Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, Vietnamese) <ul style="list-style-type: none"> Listening Speaking Reading Writing 	<p>Assessment</p>
<p>Conducted by CCTC Staff</p>	<p>Conducted by CCTC Staff</p>	<p>Conducted by CCTC Staff</p>	<p>Conducted by CCTC Staff</p>
<p>Praxis and SSAT Exams in Mathematics and Physical Education</p> <ul style="list-style-type: none"> • SSAT Mathematics • Praxis Mathematics: Proofs, Models, and Problems, Part 1 and Part 2 • SSAT Physical Education • Praxis Physical Education: Movement Forms-Analysis and Design • Praxis Physical Education: Movement Forms-Video Evaluation 	<p>Praxis and SSAT Exams in Art and Music</p> <ul style="list-style-type: none"> • SSAT Art • Praxis Art: Content, Traditions, Criticisms, and Aesthetics • Praxis Art Making • SSAT Music • Praxis Music: Analysis • Praxis Music: Concepts and Processes 	<p>Praxis and SSAT Exams in Languages Other Than English</p> <ul style="list-style-type: none"> • SSAT French • Praxis French: Linguistic, Literary and Cultural Analysis • Praxis French: Productive Language • SSAT Spanish • Praxis Spanish: Linguistic, Literary and Cultural Analysis • Praxis Spanish: Productive Language • SSAT German • SSAT Japanese • SSAT Korean • SSAT Mandarin • SSAT Punjabi • SSAT Russian • SSAT Vietnamese 	<p>SSAT Exams in Vocational Education Subjects</p> <ul style="list-style-type: none"> • Agriculture • Business • Health Science • Home Economics • Industrial and Technology Education





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[Credential Information](#)

[Examination Information](#)

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[Troops to Teachers](#)

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California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

PREP-1

Committee:

Preparation Standards

Title:

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

✓ Action

Prepared by:

Helen Hawley, Assistant Consultant
Professional Services Division

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

Professional Services Division

September 15, 2000

Executive Summary

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

Fiscal Impact Summary

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

Recommendation

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

Subject Matter Preparation Program Review Panel Recommendations

Background

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

panels, according to procedures adopted by the Commission.

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

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

Recommendation

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

Art

- California State University, Fullerton

Science

- Santa Clara University

Music

- California Baptist University
- California State University, Fullerton



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[Top](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

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[CA Home Page](#)

[Governor's Home Page](#)

[About the Commission](#)

[Credential Information](#)

[Examination Information](#)

[Coded Correspondence](#)

[Credential Alerts](#)

[Educational Standards](#)

[Reports-on-Line](#)

[Committee on Accreditation](#)

[Troops to Teachers](#)

[Other Sites of Interest](#)

[Return to October 2000 Agenda](#) | [Return to Agenda Archives](#)

[Home](#) | [CA Home Page](#) | [Governor's Home Page](#) | [About the Commission](#) | [Credential Information](#) | [Examination Information](#)

[Coded Correspondence](#) | [Credential Alerts](#) | [Educational Standards](#) | [Reports-on-Line](#) | [Committee on Accreditation](#)

[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

PREP-2

Committee:

Preparation Standards

Title:

Pre-internship Teaching Program: A Progress Report

✓ Action

Prepared by:

Suzanne Tyson, Ed.D., Consultant
Professional Services Division

Helen Hawley, Assistant Consultant
Professional Services Division

Pre-Internship Teaching Program: A Progress Report

Professional Services Division
September 20, 2000

Executive Summary

This item contains information on the progress in implementing the Pre-internship Program. The report includes an [executive summary](#) that presents summary findings from the Commission's survey of Pre-internship Program participants. The body of the report begins with [background information](#) on the use of emergency permits in California and a summary of the mandated reporting requirements for the program. The next sections of the report provide information in [response to seven specific data requests](#) which are outlined in statute. The report concludes with [three recommendations](#) for modifying the program. There are three appendices to the report that include a Pre-intern Profile ([Appendix A](#)), a description of Commission efforts to build local program capacity ([Appendix B](#)) and a list of program grant recipients ([Appendix C](#)).

Fiscal Impact Summary

In addition to the legislative requirement for submission of reports on the Pre-internship Program, the Professional Services Division is responsible for submitting periodic reports to the Commission and the Legislature on the progress of the Pre-internship Program. The Commission budget supports the costs of these activities.

Recommendation

That the Commission accept this progress report on the Pre-Internship Program and direct

Executive Summary

Since July 1998, California has been engaged in an effort to provide high quality, intensive preparation for emergency permit holders through the Pre-internship Program, which was established by the Legislature in AB 351 (Scott, Chapter 934, Statutes of 1997). The California Legislature increased funding for the program from \$2 million in 1998 to \$11.8 million in 1998-99. The funding level has remained constant at \$11.8 million per year, enabling the California Commission on Teacher Credentialing to fund 57 programs, involving 332 districts, serving 7,800 pre-interns in 2000-01.

In the first year of implementation the Pre-internship Program served only applicants pursuing multiple subject credentials. In the second year, the program was expanded to serve those who are working toward a Special Education Credential or Single Subject Credentials in mathematics, science, and English. The Pre-internship Program improves the effectiveness and retention of its participants by providing subject matter training, introductory teaching strategies, and coaching from an experienced teacher. Participants in the Pre-internship Program are required to demonstrate subject matter competence by passing a California-approved subject matter examination or by completing an approved subject matter preparation program.

The enabling legislation for the Pre-internship Program requires that the Commission provide an interim report to the Legislature in October, 2000 and a final report in October, 2001. The Commission surveyed participating programs and pre-interns to collect the required data, which is summarized below.

Key Findings

- The Pre-internship Program is achieving the expectations set by the Legislature for improving the recruitment, retention, and subject matter passage rates of pre-interns.
- Beyond the initial goals for the program, the Pre-internship Program is becoming a powerful teacher training model in which pre-interns integrate content and teaching knowledge as they learn to teach.
- The Pre-internship Program has been successful in training teachers differently in an era of teacher shortage.
- Overall, the Pre-internship Program has made progress in providing well-trained teachers who are critical to the educational reforms that California is undertaking.

Legislative Requirements and Summary Findings

The Commission is specifically required to provide the Legislature with data in the following areas:

1. Number of participating districts and pre-intern teachers served.

Summary Findings: The program served 957 pre-interns in 1998-99, 5,800 pre-interns in 1999-2000, and is serving 7,800 pre-interns in 2000-01. Three hundred and thirty two (332) school districts currently participate in the program. (Interim Report pages 19-20)

2. Impact of the program on decreasing the number of Emergency Permits issued.

Summary Findings: Every pre-intern certificate that is issued replaces an emergency permit. In 1999-2000, Commission data suggested that up to 21,722 emergency permit holders were eligible to participate in this program, and 5,800 were actually served. The program is serving 7,800 pre-interns in the current year. (Interim Report page 21).

3. Retention rates of pre-interns as compared to Emergency Permit teachers.

Summary Findings: In the first year of the Pre-internship Program, 90% of the participating pre-interns were retained in teaching for a second year, compared to 65% of Emergency Permit holders. The program just completed its second year, so second year retention data is not yet available but will be included in the final report. (Interim Report pages 21-22)

4. Success rate of pre-interns, by year of participation, in meeting subject matter requirements for a credential.

Summary Findings: In the first year of the Pre-internship Program, nearly 60% of the participants passed their subject matter examinations. Pre-interns passed at double the rate of the comparison population of repeat test takers. Exam pass rates vary by program, with some programs reporting pass rates as high as 85%. (Interim Report pages 22-25)

5. Assessment by pre-interns of effectiveness of the pre-intern preparation, support and assistance provided.

Summary Findings: A survey of pre-interns asked participants to report on the value of several aspects of the program. The majority of pre-interns found their program to be of value, with the highest ratings given to coaching assistance and instructional materials. (Interim Report pages 25-26)

6. Description of in-kind contributions to the Pre-internship Teaching Program provided by participating school districts.

Summary Findings: Local education agencies draw on a variety of other funds to support the Pre-internship Program, including: Federal Title II and Title VI, and State Peer Assistance and Review funds. The nature and extent of in-kind contributions varies widely from program to program, and an analysis of these differences will be included in the final report. (Interim Report page 26)

7. Recommendations regarding continuance, modification, or discontinuance of the Pre-internship Program.

Summary Findings: All indications from the first two years of implementation suggest that the Pre-internship Program has been effective in training teachers quickly and retaining them to create a larger supply of fully qualified teachers for California's public schools. Minor modifications to the program have been recommended as the program moves into the next phases of implementation. (Interim Report pages 26-28)

The attached interim report provides more background and data in response to each of these questions and provides information on the success of the Pre-internship Program in addressing the California's teacher shortage.

Pre-Internship Teaching Program: A Progress Report

**California Commission Teacher Credentialing
June 2000**

Background

In 1997 the California Legislature passed and Governor Wilson signed Assembly Bill 351 (Scott, Chapter 934, Statutes of 1997) establishing the Pre-internship Teaching Program. AB 351 (Scott) defines a Pre-internship Program as providing emergency teachers with "early, focused, and intensive preparation in the subject matter that they are assigned to teach and development in classroom management, pupil discipline, and basic instruction methodologies." The program is designed to facilitate as quickly as possible a candidate's entry into an internship or other teacher preparation program. The goals of the program are responsive to the significant and increasing need for additional teachers in California schools. The Pre-internship Program offers these teachers support and instruction in subject matter content as well as test preparation.

Prior to the creation of the Pre-internship Program, most emergency permit holders received little training or support because limited resources were available. The Pre-internship Program provides grant awards for training and support at \$2,000 per pre-intern per year to counties and school districts that participate in a competitive grant process. Agencies may apply singularly or jointly as a consortium. The Pre-internship Program seeks to improve the effectiveness and retention of these teachers, eventually replacing the emergency permit system with funded, formalized support for entry into an approved teacher preparation program. Local programs must provide subject matter instruction, introductory pedagogy in classroom management, student discipline and teaching strategies, and support.

The first year of the Pre-internship Program was limited to multiple subject teachers; the

second year allowed for the addition of single subject teachers in mathematics, science and English. The California Legislature increased funding from \$2 million to \$11.8 million in 1998. The increased funds were used to renew current programs and to add new programs. The California Commission on Teacher Credentialing (CCTC) received approval through AB 466 (Chapter 623, Statutes of 1999) to offer pre-intern services to Special Education emergency teachers in September 1999.

CCTC began issuing Pre-internship Certificates in July 1998 to approved sponsoring education agencies. The requirements for a Pre-internship Certificate are the same as for an emergency permit, and candidates are those who have not completed the subject matter requirement for entry into a credential preparation. Both require the completion of a bachelor's degree with a minimum number of units (forty for multiple or eighteen for a single subject credential with a minimum grade of "C") in the subject of the teaching assignment. Both also require the passage of the California Basic Educational Skills Test (CBEST). However, the emergency permit requires that the holder take six units toward the completion of a teaching credential, while the Pre-internship Certificate requires that the holder take the appropriate subject matter examination toward completion of a credential.

A Pre-internship Certificate is issued for one year and may be reissued once if the holder takes the appropriate subject matter examination(s) and participates in an approved local Pre-internship Program. In compelling cases, a third certificate may be issued at the discretion of the Commission. Emergency permits continue to be issued under current regulations (see Part Two).

In March 1998, the first Request for Proposals (RFP) for pre-intern funding was issued to every school district, county office of education and post-secondary institution in California. Eighteen programs were awarded grants to serve 955 pre-interns. The length of the grant program was, at that time, one year. The source of the funds for the first RFP was the Federal Goals 2000 Program. In January 1999, a second RFP offering \$11.8 million from California's General Fund was issued which expanded the program into the approved single subject areas. Seventeen of the original programs were approved to continue and twenty-six new programs were added. On October 20, 1999, the Commission issued an RFP to expand the Pre-internship Program to Education Specialist teachers and added seven new programs as a result. Currently, 7,694 pre-interns are being funded.

The Commission established guidelines and operational plans for the award of pre-intern funds, conducted the grant award process, and monitored the quality of funded programs for beginning teachers. To implement the program, the Commission consulted with representatives of the California Department of Education, classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education. An advisory panel composed of representatives of these groups was appointed and met on March 2, 1998. The advisory panel agreed to add a program evaluation component to the legislative criteria. They also recommended the following implementation elements:

- Accept both first and second year emergency permit teachers to the program.
- Use the same subject matter requirements for the Pre-internship Certificate as for the Long Term Emergency Permit.
- Suggest to county offices and school districts that they design their programs initially to reflect the California Standards for the Teaching Profession.

Pre-internship Programs are required to provide subject matter preparation, introductory teaching skills, and coaching from an experienced teacher. In addition to these three program components, individual programs use local resources to individualize their programs. Many programs for pre-interns are collaborative efforts that tap the talents and expertise of teacher educators in colleges and universities and curriculum experts, human resources personnel and credential analysts in local education agencies.

The three required components have become more refined as Commission staff and local program directors have identified the needs of this unique population of teachers. The programs begin with at least 40 hours of basic teaching skills, prior to entry into the classroom, followed by practical teacher training throughout the school year. In some cases this training is provided by the local education agency (LEA) and, in some cases, by an institution of higher education (IHE). Colleges and universities also collaborate with program sponsors to analyze pre-interns' subject matter qualifications. From this analysis a pre-intern is assisted in developing an individual plan for completing subject matter requirements to

enter a formal preparation program. Several colleges and universities have designed new course work and programs especially for pre-interns. Local programs have worked together to build programs with effective instruction and coaching that are based on best practices of teacher preparation and development.

The following schedule summarizes the path a pre-intern teacher takes to become fully credentialed.

First Year: The pre-intern teacher receives academic advisement, attends test preparation workshops, receives support from an experienced teacher, and takes the subject matter examinations.

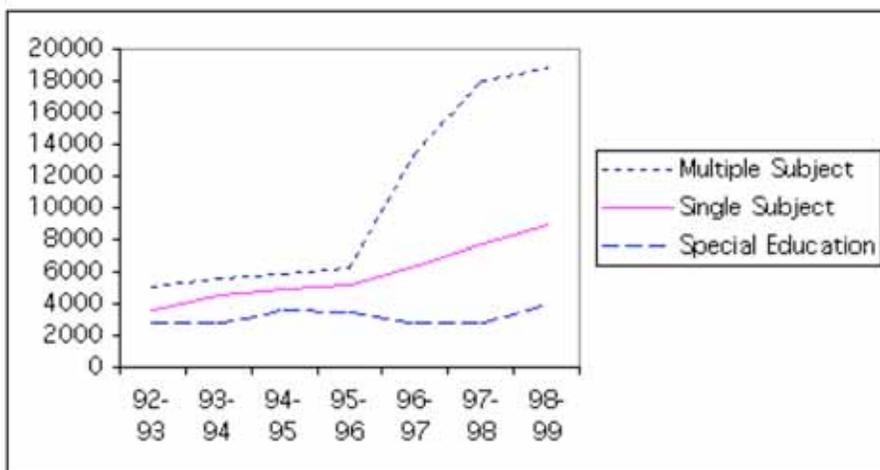
Second Year: The pre-intern teacher enters the Internship Credential Program or a traditional teacher preparation program with passage of subject matter examinations. If the examinations are not passed, the pre-intern continues advisement, support, and test preparation. The second year pre-intern teacher also typically completes course work before taking the subject matter examinations a second time.

Background on Emergency Permits

Figure 1 below includes data from the Commission's "1997-98 Annual Report: Emergency Permits and Credential Waivers" which illustrate the permit issuance in recent years:

1. The years 1992 to 1995 saw only a slight increase in the number of emergency permits.
2. The impact of the state effort to reduce class size in primary grades is evidenced by the large increase in multiple subject emergency permits issued beginning in 1996-97. The total numbers of emergency permit teachers increased from 15,753 in 1995/96 to 24,503 in 1996/97.
3. The effect of class size reduction continued in 1997-98 as issuances of multiple subject emergency permits grew to 17,981. These permits increased to 18,814 in 1998-99.
4. Emergency single subject permits showed a moderate increase to 7,779 in 1997-98 and to 8,934 in 1998-99.

Figure 1
Emergency Permits Issued During the Years 1992-93 to 1998-99



According to the Commission's annual report, emergency permits authorized the service of 12% of the California teaching force in 1997-98. The Commission issued 30,029 emergency permits in the 1997-98 school year and 34,040 in 1998-99 as published in the annual reports.

Statewide Pre-internship Program Survey

The Commission's Pre-internship Advisory Panel established a formal program evaluation for each program in order to answer questions that are required in the Interim Report to the Legislature. Program sponsors completed and submitted an evaluation study that included retention and success rates, an expense report, and a reflective narrative on the progress of the program.

Program evaluation data also includes surveys of pre-interns and coaches. In 1998-99, 795 surveys were distributed to pre-interns; 310 were returned. In 1999-2000, 2,723 surveys were distributed and 708 were returned. The results of the demographic study are summarized in Appendix A, which provides a profile of pre-interns. Included in the profile are such features as ethnicity, gender, experience, background, and motivation. Anecdotal evidence and direct quotes from program participants further illustrate the type of individual participating in this program. The data show that the program serves a high percentage of non-Anglo teachers, males, and second career starters. More than 60% of the participating pre-interns also have previous classroom experience.

State Law on Reports to the Legislature

While including funds for the Pre-internship Program in the State Budget, the Legislature also enacted a state law to govern the reports on this new program. Assembly Bill 351 (Chapter 934, Statutes of 1997) was authored by Assembly Member Scott and sponsored by the Commission. The questions to be answered in program reports as defined in the Education Code (Section 44306) are summarized next. For each of the following questions about the Pre-internship Program information is provided and references to achievements are drawn from the statewide Pre-internship Program Survey.

1. Number of participating districts and pre-intern teachers served.
2. Impact of the program on decreasing the number of emergency permits issued.
3. Retention rates of pre-interns as compared to emergency permit teachers.
4. Success rate of pre-interns, by year of participation, in meeting subject matter requirements for a credential.
5. Assessment by pre-interns of effectiveness of the pre-intern preparation, support and assistance provided.
6. Description of in-kind contributions to the Pre-internship Teaching Program provided by participating school districts.
7. Recommendations regarding continuance, modification, or discontinuance of the Pre-internship Program.

Question 1: Number of Participating Districts and Pre-internship Teachers Served

The Pre-internship Program has expanded significantly since its inception. The Program served 957 pre-interns in the 1998-99 fiscal year. Last year 43 programs were funded to serve 5,800 pre-interns, and in the 2000-01 budget year, 57 programs received funds to serve 7800 pre-interns from 332 school districts.

Local programs may serve teachers in one or more authorized areas. Most programs have also been involved in other teacher support programs i.e., 93% participate in internship programs; 98% participate in BTSA. This seems to be an indicator of program success because support structures are in place. Many local education agencies applied for Internship and BTSA programs concurrently with applying for a Pre-internship Program. In fact, joint applications for Intern and Pre-internship Programs are encouraged. [Table 1](#) indicates the number of pre-interns in each program for the 2000-2001 school year, the types of pre-interns each program serves and other support programs they operate.

Table 1
Pre-internship Program Authorizations and Support Programs

Program Name	Number Pre-interns	Multiple Subject	Single Subject	Special Education	Intern Program	BTSA Program
Alameda COE	135	X	X		X	X
Alhambra /CSULA	25			X	X	X
Alhambra SD	45	X		X	X	X
Alisal USD	30	X			X	X
Alum Rock USD	80	X	X	X	X	X

Anaheim UHSD	30		X		X	X
Antelope Valley UHSD	115	X	X		X	X
Azusa USD	32	X			X	X
Bakersfield CSD	65	X			X	X
Baldwin Park USD	65	X			X	X
Cal State Teach	300	X	X		X	X
Claremont USD	89	X	X	X	X	X
Clovis USD	35	X	X		X	X
Downey USD	57		X		X	X
El Rancho USD	150	X	X	X	X	
Fontana USD	185	X	X		X	X
Fresno USD	105	X	X		X	X
Glendale USD	30	X	X			X
Hawthorne SD	200	X			X	X
Imperial COE	150	X	X		X	X
Kern COE	150	X	X		X	X
Kings COE	70	X	X	X	X	X

Table 1
Pre-internship Program Authorizations and Support Programs (Continued)

Program Name	Number of Pre-interns	Multiple Subject	Single Subject	Special Education	Intern Program	BTSA Program
Lancaster SD	41	X	X		X	X
Long Beach USD	200	X		X	X	X
Los Angeles COE	200	X	X		X	X
Los Angeles USD	2,025	X	X	X	X	X
Madera USD	20	X			X	X
Merced COE	80	X			X	X
Montebello USD	140	X	X	X	X	X
Monterey COE	50	X	X		X	X
Northeastern Consortium	40			X	X	X
Norwalk-La Mirada	80	X	X		X	X
Oakland USD	250	X	X	X	X	X
Oceanside USD	10	X		X	X	X
Ontario-Montclair SD	80	X		X	X	X
Orange COE	200	X		X	X	X
Palmdale SD	90	X		X	X	X
Pasadena USD	110	X	X	X	X	X

Placer COE	30		X		X	X
Pomona USD	60	X			X	X
Riverside COE	500	X			X	X
Sacramento City USD	50	X	X		X	X
Sacramento COE	60	X	X	X	X	X
San Diego USD	50	X			X	X
San Francisco USD	90	X	X	X	X	X
San Joaquin COE	230	X	X	X	X	X
San Mateo COE	100		X	X	X	X
Santa Clara COE	50	X	X	X	X	X
Santa Cruz COE	100	X			X	X
Saugus USD	30	X	X		X	X
Solano COE	40	X	X	X		X
Stanislaus COE	70	X	X		X	X
Torrance USD	75	X	X	X		X
Tulare COE	70	X			X	X
Ventura COE	120	X	X	X	X	X
Walnut Valley USD	80	X	X			X
West Contra Costa USD	100	X			X	X
Yuba COE	30	X	X		X	X

Question 2: Impact of the Program on Decreasing the Number of Emergency Permits Issued

With over 300 of California's school districts currently participating in the Pre-internship Program, over 7,000 pre-interns are participating in the Pre-internship Program instead of serving on emergency permits. As local programs grow, they expect to significantly reduce their districts' needs for emergency permits. The numbers of individuals serving on emergency permits has increased, overall, during the first two years of implementation of this program. Factors contributing to the growth in Emergency Permit usage include: the continued effects of class size reduction; teacher retirements; and record numbers of students being served in California's public schools. Commission data suggest that in 1999-2000, 21,722 emergency permit holders were eligible to participate in the program. The Pre-internship and Internship programs are funded at a significantly higher rate in 2000-01 than they have been in prior years, which will enable many more emergency permit holders to move off of emergency permit status and into a systematic preparation program with demonstrated results.

Question 3: Retention Rates of Pre-interns Compared to Emergency Permit Teachers

Commission data on pre-interns is based on the first year of the Program. However, these data are highly encouraging. A primary focus of the Pre-internship Program is to retain individuals who might otherwise leave the profession by providing them with an organized system of support and instruction. Pre-internship Program directors provided first-year retention rates through the Pre-internship Director's Survey that the programs were required to return to the Commission by September 1, 1999. [Table 2](#) represents the reported retention rates for 15 out of 18 Pre-internship Programs in the first year of implementation.

In the first year of the Pre-internship Program, 975 pre-interns participated. Almost 90% percent of them were retained for a second year, as opposed to around 65% of first year emergency permit teachers as indicated by Commission statistics. Teachers who remained

in the program for a second year or who transitioned to another Pre-intern Program or a teacher preparation program were included in the retention figures. Given that other employment variables for these teachers are the same, one may argue that this improvement in retention is the direct result of the support of the Pre-internship Program.

Table 2
Percentage of Pre-interns Retained in the Teaching Profession In 1998-99

<i>Pre-internship Program</i>	Retention Rate
Program A	99.0%
Program B	97.1%
Program C	96.7%
Program D	96.3%
Program E	90.8%
Program F	90.0%
Program G	88.7%
Program H	87.8%
Program I	87.5%
Program J	85.0%
Program K	83.0%
Program L	82.9%
Program M	82.5%
Program N	81.0%
Program O	73.0%
Average	88.9%

Of the individuals who received their first long-term emergency permits in the 1997-98 school year, 32% did not apply for any type of teaching authorization the following year. Multiple subject teachers in this group did not reapply at a rate of 29%. Non-application rates for both single subject emergency teachers and Special Education emergency teachers were 38%. These rates for first-time emergency permit holders in the previous two years were similar both in the overall rate and in rates among specific authorizations. These data are consistent with data collected over the last several years that indicate that as many as one-third of emergency permit holders in a given year are lost through attrition. Early reports on attrition of pre-interns indicate an overall rate of just over 11 percent. In Program surveys and interviews of pre-interns conducted in 1998/99 and 1999/2000, the majority of those who responded reported that support and assistance are the primary factors in their decision to remain in teaching.

Question 4: Success Rate of Pre-interns, By Year of Participation, in Meeting Subject Matter Requirements for a Credential

The subject-matter component of all programs includes the development of an individualized instruction plan through an assessment of each pre-intern's subject-matter strengths and weaknesses. Transcript evaluations, self-assessments, and results of prior examinations (if applicable) contribute to the development of the individualized plan. Program evaluation has led directors to conclude that subject matter training must be focused in several ways to address different needs: testing strategies, test anxiety, and content instruction. In some cases pre-interns attain their subject-matter competence through courses taken at local colleges or universities. The Commission encourages programs to be creative in developing subject-matter training, such as workshop or seminar formats and site-based courses. Along with subject-matter content instruction, programs provide training in test-taking strategies.

Nearly 60% of pre-interns passed their subject matter examinations in the first year. These figures are similar to the pass rates of all test takers, despite the fact that pre-interns are largely members of groups that tend to pass at lower rates than the general population (CCTC, Carlson et al, 2000). One Pre-intern Program reported a pass rate of 85% in the first year. Local programs feel confident that most of the remaining 40% of pre-interns can pass their subject matter examination(s) or complete their course work in their second year of pre-internship, and move into an internship or traditional preparation program.

Preparation toward obtaining subject-matter competence is a key component of the Pre-internship Program. Program participants are often recruited based on the fact that they have previously struggled with this credential requirement and are most likely to benefit from program services.

Figure 2
Percentage of Pre-interns Who Previously Took Subject Matter Exams

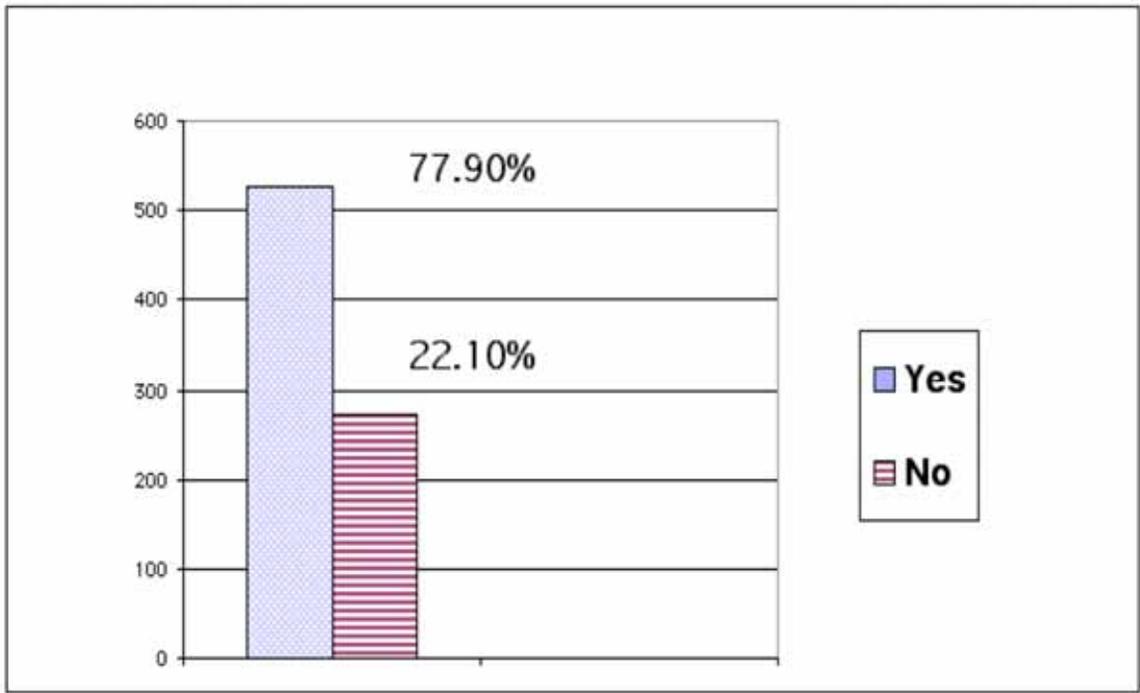
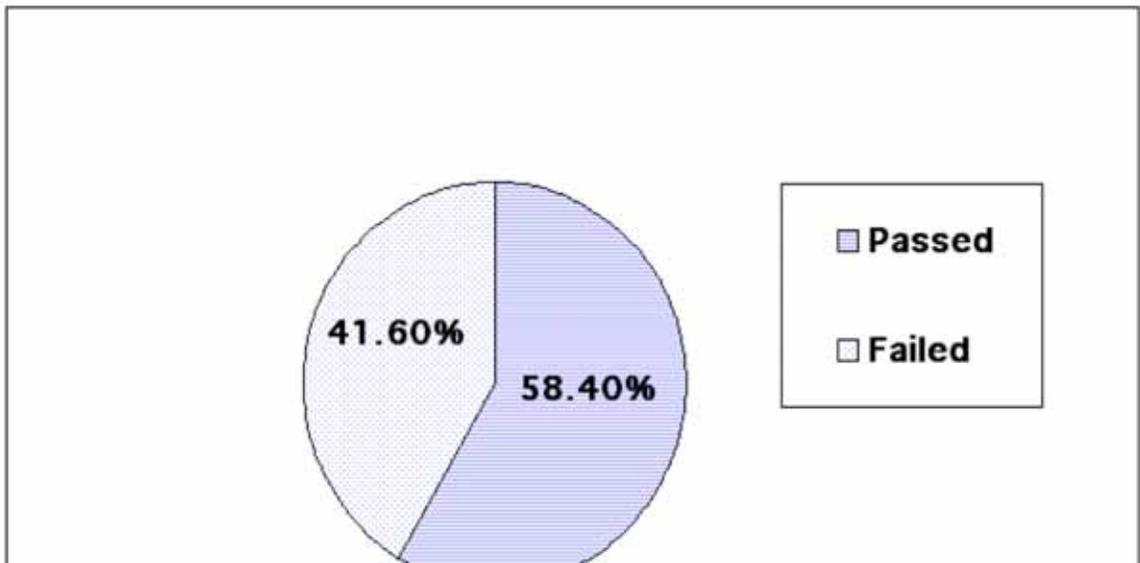


Figure 2 shows that the majority of pre-interns have previously taken and failed a subject matter examination before entering a Pre-intern Program. *The Annual Report on the Multiple Subjects Assessment for Teachers (MSAT) October 1992-June 1999* (CCTC, 1999) reveals that the likelihood of passing the examination actually is reduced each time an individual repeats the examination, making pre-interns a group which would not be likely to succeed at the same rate as other test takers.

Figure 3
Pre-intern Examination Passage Rate



With this in mind, staff anticipated that passage rates on subject-matter examinations among this group might be lower than that of the entire population. Figure 3 shows the overall pass rate for Pre-interns taking the test in their first year in the program. First year results indicated that the passage rate for programs statewide was 58.4%. Table 3 (reprinted from the report cited above) identifies the total number of individuals who took and passed the two sections of the examination which are the multiple choice Content Knowledge and the written response Content Area Exercises. Over three attempts not only did the numbers who took the test again diminish, but the percentage that passed also dropped dramatically.

Table 3
Analysis of Cumulative Passing Rates on the MSAT

MSAT (by Section) October 1992-June 1999

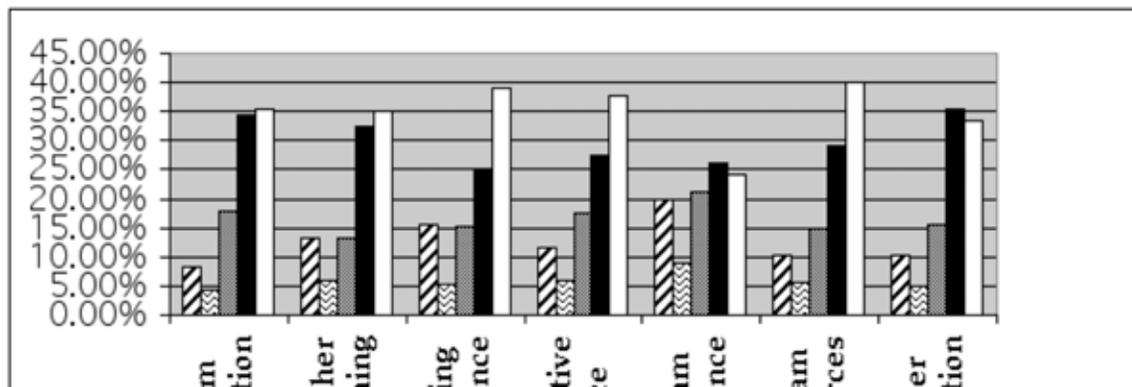
CONTENT KNOWLEDGE	# Taking	# Passed	% Passed
1 st Attempt	49,469	33,874	86.5
2 nd Attempt	10,021	2,912	29.1
3 rd Attempt	4,756	1,011	21.3
CONTENT AREA EXERCISES			
1 ST Attempt	49,018	30,763	62.8
2 nd Attempt	10,014	3,424	33.9
3 rd Attempt	4,013	1,062	26.5

The same report indicates that the overall first time passing rate for all MSAT test-takers who consider English their best language as 64.6%. Twenty five percent of pre-interns cite their primary language as one other than English that suggests that overall pre-intern pass rates will be lower than pass rates for primary English speakers. Although nearly 80% of pre-interns have previously taken the examination, 58.4% passed the test after one year of pre-intern preparation which is twice as many as repeat takers overall. The comparison indicates that the Pre-internship Program has been successful in assisting these teachers to achieve their goal. These rates can be expected to improve as local programs hone and expand their efforts in subject matter content instruction.

Question 5: Assessment by Pre-interns of Effectiveness of the Pre-intern Preparation, Support and Assistance Provided

Pre-interns were surveyed during the first and second year of the program to obtain their assessment of the local program services that they received. The second year survey covered the areas of *program information, teacher training, coaching, administrative assistance, program resources, and teacher instruction in subject matter content*.

Figure 4
Evaluation of the Pre-internship Program by Pre-interns



Program information	Teacher Training	Coaching Assistance	Administrative Assistance	Program Assistance	Program Resources	Teacher Instruction
<input type="checkbox"/> not provided	<input type="checkbox"/> no value	<input type="checkbox"/> little value	<input type="checkbox"/> some value	<input type="checkbox"/> great value		

Of the program areas addressed on the survey, the responses showed *program information and resources* to be the most valuable. *Program information* might include a calendar of instruction, examination information, and credential information. *Program resources* might include books, study guides, and instructional materials. *Teacher training and instruction* ranked second in pre-intern responses. Training refers to learning teaching skills, while instruction refers learning subject matter. *Coaching assistance* received the highest number of "great value" responses. Figure 4 illustrates that the majority of pre-interns found their program to be of value. Staff will use results of individual program surveys to help local programs identify areas in need of improvement.

Question 6: Description of In-Kind Contributions to the Pre-intern Teaching Program Provided by Participating School Districts

The sources of funds that pre-intern programs use over and above pre-intern grant funds include but are not limited to Title II, Title VI, and PAR funds. In some cases districts and county offices are using their own budgetary funds (professional development, facilities, supplies, administration) to supplement their pre-internship programs. Though the Commission is still gathering data on the kinds of funds being used to supplement pre-internship programs, a few interesting observations suggest the need for further study. For instance, a wide disparity exists among programs in the amount of additional funds that are used to operate the programs. One program contributed 86% of their program dollars from local funds, while another program relied solely on the state grant funds. Analysis of the correlation between program quality, program size and program costs will be developed in the coming year of implementation.

Question 7: Recommendations for Continuance, Modification, or Discontinuance of the Pre-internship Program

Continuance

Investing in the future of pre-interns increases the likelihood that our children will learn from teachers who know their subjects and that the pool of teacher candidates will also increase. The Pre-internship Program has shown that we can significantly raise the retention level and the quality of teachers in training. These conclusions are consistent with other teacher support programs such as BTSA and the Internship Program. The Pre-internship Program is an alternative that produces desirable results in stabilizing the teaching profession. Therefore, the Commission recommends continuance of the Pre-internship Teaching Program with the goal of fully funding all eligible pre-intern teachers.

As this report has previously detailed, the teacher shortage in California is a continuing problem. The Pre-internship Program has been effective in training teachers quickly to create a larger supply of competent teachers. The Pre-internship Program will take on even greater importance as teacher retirements, opportunities in the private sector, population growth, and education reform continue to impact teacher supply.

The intent of pre-internship legislation was to replace "the emergency permit system with intensive pre-intern preparation and development." (Ed Code 44300 Sec. 1, 6.c.2.) Further, "if the examination of the Pre-internship Teaching Program...demonstrates that the program should continue because it has been successful in better preparing and retaining pre-intern teachers than the emergency permit system, sufficient resources to fully fund the Pre-internship Teaching Program shall be appropriated by July 2002." (Ed Code 44300 Sec. 2, b.2) The legislature has approved the Commission's request to link the funding between the Pre-internship and Internship Programs via SB 1666 (Alarcon) Chapter 70 of the statutes of 2000. That bill is double-joined with SB 1330 (Mazzoni) awaiting the governor's approval as this report is being written. If approved, this legislative measure will provide the Pre-internship Program with the flexibility to serve the current demand.

Potential Modifications to the Program

Policy makers might consider moving in the following ways to expand and improve the Pre-internship Program.

Expansion the Pre-internship Program

The Pre-internship Program served approximately 5,800 pre-interns in the 1999-2000 school year. Local programs have pledged to serve 7,694 pre-interns in 2000-2001. In order to serve all eligible emergency permit holders, the Pre-internship Program can reasonably be expected to grow by at least 2000 pre-interns each year for several more years. With the linking of pre-intern and intern funds the current demand can be met, but demand can be expected to increase by 2002 when as many as 20,000 teachers may be eligible to participate in the Pre-internship Program.

Projections indicate that if California is to reach the goal of significantly reducing emergency permits by 2002, we will need to increase funding and efforts which the Governor and Legislature have proposed. If all pre-interns can be supported, the need to employ uncredentialed teachers can be reduced much sooner. Finally, none of these projections presupposes further class size reductions or unanticipated teacher retirements, which should be expected to have an additional impact on the teacher shortage. Such a projection would require a deeper analysis of California demographics and schools.

Clean-up Legislation

A review of the data suggests that the Pre-internship Program has been successful and should be continued. Greater success could be achieved, however, if the program more closely reflected the developmental needs of the pre-interns. This could be accomplished by making minor changes in the language of Education Code Section 44305. Currently, the Statutes allow a Pre-internship Certificate to be renewed for one additional year only if the holder takes the appropriate subject matter examination. Many pre-interns may earn their credential within one year by taking course work in the subject area. Policy makers might want to consider creating another option in law allowing pre-interns to complete course work to demonstrate subject matter competence when the course work option is more expedient than the subject matter examinations.

Building Local Capacity

Increasing local capacity in the pre-internship program is important because sponsors of local Pre-internship Programs are responsible for the complexities of the program. They develop, implement, monitor, evaluate and revise their local programs in collaboration with local stakeholders, including district office personnel, coaches and pre-interns, teacher bargaining agents, and university partners. To accomplish this, local sponsors need support and information about what makes a quality program.

To provide this support and information, the Commission has formed a Pre-internship Regional Network throughout California. The regional networks are designed to build local capacity by creating a structure that allows each region to offer support and assistance activities that are regionally appropriate. The regions and regional lead agencies listed in Appendix C were selected in July 2000 from existing Pre-internship Programs to provide more direct support to local programs to accommodate program expansion. Regional Consultants perform their responsibilities in collaboration with Commission Staff. The next step is to hold meetings throughout 2000-2001 in each region. The regional networks are intended to provide technical support to sustain the quality of the Pre-internship Program should expansion of the program be approved. Other efforts to build local capacity are described in Appendix B.

References

California Department of Education. (1999). CBEDS Report.

California Commission on Teacher Credentialing. (1999). 1997-98 Annual Report: Emergency Permits and Credential Waivers.

California Commission on Teacher Credentialing. (1999). Annual Report on the Multiple Subject Assessment for Teachers (MSAT): October 1992-June 1999.

Fetler, M. (1996). Indicators of Teacher Supply and Demand. Sacramento, CA: California Commission on Teacher Credentialing.

Appendix A: Pre-intern Profile

PRE-INTERN PROFILE

In addition to the legislative mandates, the Commission is also studying the demographics of pre-interns. Knowing more about this population of teachers can help improve their success. The following results are based on responses from the 43 programs in operation during 1999. The major items surveyed were ethnicity, age, gender, experience, background, and motivation. [Table A-1](#) indicates the ethnicity of pre-interns.

Table A-1

Ethnic Distribution of Pre-Interns

Latino, Hispanic	33%
Caucasian	32%
African American	23%
Filipino	1%
Native American	1%
Southeast Asian	1%
Other (no response or response not listed on the survey)	9%

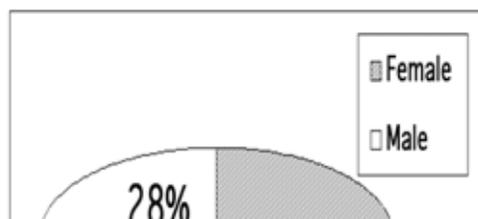
Up to sixty-three percent of pre-interns are from ethnic groups underrepresented in the teaching profession, compared with 22.4% of credentialed teachers statewide (CBEDS, CDE, 1998.) Also note that the high percentage of Hispanic teachers indicates a closer match ethnically with students and pre-intern teachers than the general teacher work force. The "Other " category on the table includes those who did not respond to the question and those who responded with an answer not offered on the survey, such as Armenian, East Indian, and Portuguese.

"...without the Pre-internship Program I could not have afforded the money or time to teach. This program is truly walking the talk and has given me the most wonderful opportunity of my life&endash;to teach!"

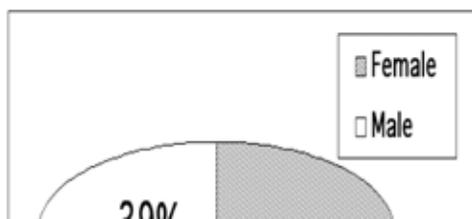
Pre-intern Teacher, 2000

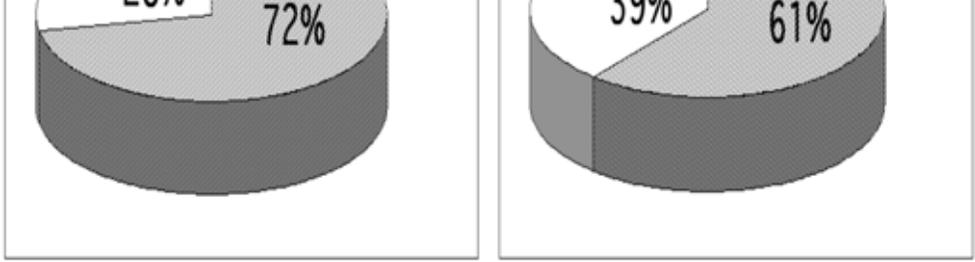
Figure A-1

Pre-intern Gender 1998-1999



Pre-intern Gender 1999-2000

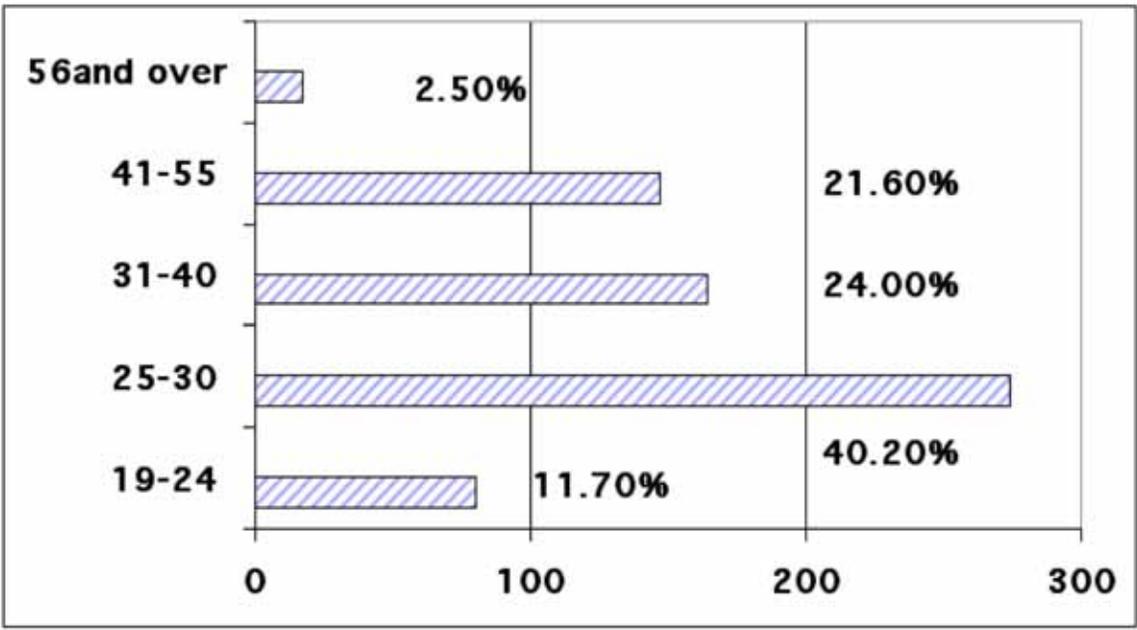




Pre-intern Gender 1998-1999 Pre-intern Gender 1999-2000

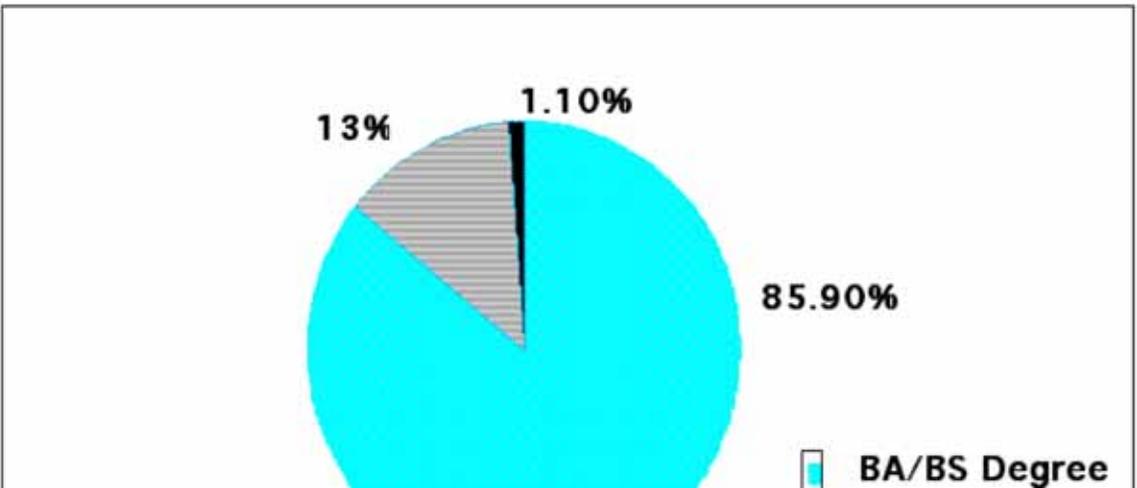
In the first year of the Pre-internship Program, 72% of pre-interns reported their gender as female, and 28% reported they were male. In the second year, the gender breakdown of program participants was 61% female, 39% male, a significant increase in males (Figure A-1). The addition of single subjects, which traditionally include a higher percentage of males, may be responsible for this increase. While most pre-interns are women, the percentage of men is now significantly higher than the general teacher population, which SRI International reports at 29% (Shields et al, 1998).

**Figure A-2
Pre-intern Age Distribution**



Fifty-four percent of pre-interns are under 30 years of age and forty-six percent are over 30 years of age, reflecting once again the diversity of this teaching population. It also suggests the maturity and experience that older pre-interns bring to the job and potential for long careers in education in younger pre-interns.

**Figure A-3
Degrees Held by Pre-interns**



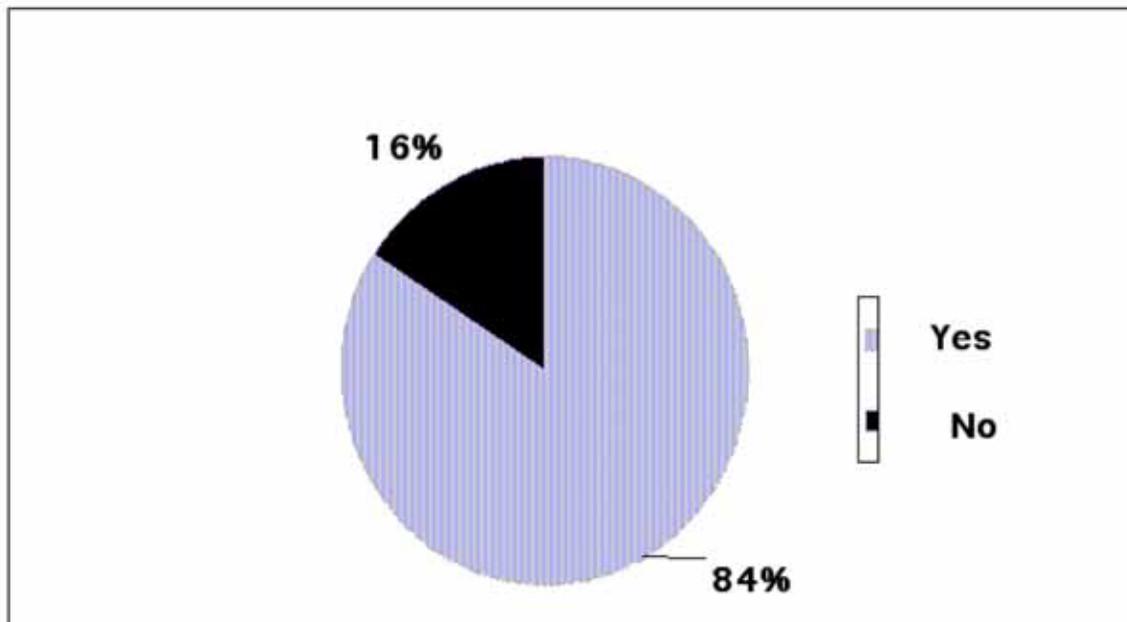
Sixty-nine per cent of pre-interns completed college course work beyond a baccalaureate degree, and 13% hold a master's degree. A few hold doctoral degrees. However, advanced degrees may not be in the area of a pre-intern's teaching assignment or may be more specialized than the subject areas authorized by a Pre-intern Certificate. In these cases, even a pre-intern with a doctorate may need some additional subject matter preparation.

Table A-2
Pre-intern Career Experience

Prior Occupation	# Surveyed	Average Years of experience
Education	351	3.9
Business	551	4.5
Sales	159	4.3
Food	121	4.8
Entertainment	96	4.9
Medical	90	4.4
Government	73	5.0
Sports/Recreation	54	3.4
Military	26	12.3
Miscellaneous	185	4.2

Pre-interns typically come to teaching from other professions as demonstrated by [Table A-2](#). Of those surveyed the highest number come from business (551) with an average of 4.5 years of experience. Those with the highest average years of previous career experience (12.3 years) came from the military, though the number of them was relatively small (26 years). The miscellaneous category included people from many different types of jobs with museums, churches, and libraries to mention a few.

Figure A-4
Pre-intern Prior Classroom Experience



However, the second highest number have previously worked in education, in such capacities as paraprofessionals, preschool teachers, adult education teachers, emergency permit teachers, and private school teachers. These pre-interns already have an average of 3.9 years of experience in the classroom. Though this is not a prerequisite of the program, it is a welcome aspect. One individual had been a pre-school director for 19 years. Several had been teachers in private schools for 25 years, one for 32 years. Many had over 10 years experience.

"I think the Pre-internship Program is successful because it gives me the opportunity to change careers to teaching and work as a teacher while I earn my credential."

Pre-intern Teacher, 2000

Table A-3
Pre-intern Interest in Teaching

Reason	A	B	C	D	E
Value of Education	67%	23%	7%	2%	1%
Work with Children	47%	34%	14%	3%	2%
Teacher INFLUENCE	13%	21%	27%	18%	21%
Time with Family	16%	18%	25%	19%	22%
Job	20%	25%	30%	15%	10%
Employment Mobility	9%	21%	30%	19%	21%
Self Growth	43%	26%	20%	7%	4%
Desire to Teach	19%	20%	25%	18%	18%
Occupation CHANGE	7%	15%	19%	17%	42%
Professional Autonomy	15%	26%	28%	18%	13%
Teacher Family Member	10%	13%	16%	9%	52%
Financial Benefits	7%	14%	28%	25%	26%

A=Most important B=Very important C=Somewhat important

D=Little importance E=Not important

This table of pre-intern responses is adapted from a survey previously published by the National Center for Education Information (C.E. Feistritzer 1992).

Pre-interns identified a variety of reasons for entering teaching. Table A-3 indicates the range of reasons and rates the importance of each reason by percentage of respondents. Pre-interns seem to come to teaching most often for altruistic reasons such as improving the social order and helping children. Thirty-nine per cent of the pre-interns who responded have familial connections to a teacher, and over half were influenced by other teachers. When the high desire for job security and the low interest in job mobility are factored in, pre-interns appear to be a stable population. The idealism and stability of this population suggests the value of these teachers to education.

Combined with their previous education experience and maturity level, the indications are that pre-interns are likely to have a lower attrition rate than those who follow a traditional route to teaching. This assumption is borne out by the retention data to follow on page 21. Contrary to popular views that teachers in emergency placements are not committed to teaching, many pre-interns talk about teaching as "a calling," "a moral obligation," and "meaningful."

the job of teaching high school the most rewarding and most challenging work that I have ever done. I love the work and the students and am grateful to be given the opportunity to teach."

Pre-intern, 2000

"I felt this program was of positive benefit for [me] even more than for my [pre-intern]. I was able to improve my skills working with new teachers of which there seem to be many each year."

Pre-intern Coach, 2000

"The Pre-intern Program helped me switch from merely trying to keep my head above water to being a more organized and effective teacher."

"Through this program, I have confirmed that teaching is what I want to do with the rest of my life."

Pre-intern Teachers, 2000

"[The Pre-intern Program] motivated me to finally and actually take the MSAT, and I passed on my first try, something I am very proud of."

Pre-intern Teacher, 2000

"As a pre-intern, I received extra time to study for the MSAT. With the demands of teaching full time, as well as family demands, it was very difficult for me to study thoroughly for the MSAT, as well as take nine quarter units toward a credential. When I entered the Pre-internship Program, however, I did not have to take the nine quarter units for a year, which gave me the time I needed to study and pass the MSAT." Pre-intern Teacher, 2000

"The pre-intern coordinator in our district made sure we knew what the MSAT was and also made sure that we had experts...giving us testing tips and instruction in subject matter."

Pre-intern Teacher, 2000

"I had a successful year thanks in large part to the [Pre-internship] Program, and I was able to develop an excellent working relationship with my mentor and my principal."

Pre-intern Teacher, 2000

"The Pre-internship Program benefited me by helping me learn how to teach more effectively. It also helped me with planning and organization. It has been a great network that will most likely last for years."

Pre-intern Teacher, 2000

"Thank you! I am so grateful for the opportunity to be in this program. It is tremendous in every way—the program and the instructors."

Pre-intern Teacher, 2000

Appendix B:

Building Local Capacity

Building Local Capacity

Staff of the California Commission on Teacher Credentialing has acted as liaison to connect local programs with some supplementary grant projects that are mandated to serve underrepresented teachers and students.

The California Institute on Human Services at Sonoma State University and the California Department of Education has offered to assist the Pre-internship Program in the implementation of education specialist programs through a Special Interest Grant (SIG). The SIG supports CalSTAT, a program that seeks to improve outcomes for children with disabilities by creating a unified education system. It is specifically mandated to work with teachers assigned to special education classrooms without an appropriate credential. Staff from all three agencies are currently investigating the best ways to accomplish the goals of CalSTAT through the Pre-internship Program.

CCTC staff is working with other education agencies to develop for pre-interns a system by which they will attain the level of proficiency in the use of computer technology required by the Commission's new technology standards. The California Subject Matter Projects partnered with the Commission and the County Superintendents of Education Association to provide pre-interns with these prerequisite skills through a capacity building federal technology grant of over \$100,000. The pilot project will work with six county offices of education to facilitate their Pre-internship Programs with technology. The project goal is to improve the quality of services and provide pre-interns with the opportunity to use technology to develop their skills by such means as:

engaging in chat rooms with other pre-interns;
dialoguing with their coaches via email; and
using the internet to research subject matter
content and plan lessons.

The Subject Matter Projects have also pledged to develop a resource data base through the grant for pre-interns to enhance their teaching knowledge and skills. The county pre-intern directors and the technology director met in January to develop implementation plans for each county tailored to their local program. They have held county sessions in technology training for a select pilot group of pre-interns and their coaches. These implementation plans will be used to write a proposal for continued technology assistance with a larger implementation grant for next year.

- CCTC has negotiated with some Pre-internship Programs to participate in the AB 496 loan forgiveness program for preparing their pre-interns who are teaching mathematics. These additional funds allow them to provide more instruction for those teachers who may be further from the goal of subject matter competence. Staff continues to seek out other complimentary funds to enhance the quality of instruction and support provided by the Pre-internship Program.
- CCTC staff has made many informational presentations on the Pre-internship Program at conferences, conventions, workshops, seminars, and organizational meetings such as the Credential Counselors and Analysts of California Annual Conference, California Council on the Education of Teachers Conference, Association of California School Administrators, California School Boards Association annual meeting, the Liberal Studies Conference and National Association for Alternative Certification Conference. At the outset the Pre-internship Program was the only one of its kind in the country. Since then, numerous states have begun programs model after California's Pre-internship Program. They have received information directly from staff and from the CCTC web-site.
- CCTC Certification, Assignments and Waivers and Professional Services Divisions have worked together to make license transferal from emergency permit to pre-intern certificate easier. Pre-interns entering new programs can exchange their existing emergency permits for pre-intern certificates at no charge.

Appendix C:

Pre-internship

Regional Networks

Pre-internship Programs by Regions

<p>Region 1 Sacramento Valley and Northeastern California</p> <p>San Joaquin COE, Regional Lead Agency</p> <p>Northeastern California Consortium Placer County Office of Education Sacramento City Unified School District Sacramento County Office of Education San Joaquin County Office of Education Solano County Office of Education Stanislaus County Office of Education Yuba County Office of Education</p>	<p>Region 2 Oakland-San Francisco Bay and Surrounding Areas</p> <p>Oakland USD; Santa Clara COE, Regional Lead Agencies</p> <p>Alameda County Office of Education Alum Rock Union School District Pre-internship Program Cal State TEACH Pre-internship Program Oakland Unified School District Pre-internship Program San Francisco Unified School District Pre-internship Program San Mateo County Office of Education Santa Clara County Office of Education Santa Cruz County Office of Education Monterey County Office of Education Alisal Unified School District West Contra Costa USD</p>
<p>Region 3 Central and Coastal California and Surrounding Areas</p> <p>Kern COE; Tulare COE, Regional Lead Agencies</p> <p>Bakersfield CSD* Clovis Unified School District Fresno Unified School District Kern County Office of Education Kings County Office of Education Madera Unified School District Merced County Office of Education Tulare County Office of Education</p>	<p>Region 4 Los Angeles, Ventura and Surrounding Areas</p> <p>Ventura COE, LACOE, Regional Lead Agencies</p> <p>Los Angeles County Office of Education Los Angeles Unified School District Montebello Unified School District Norwalk-La Mirada Unified School District Saugus USD * Torrance Unified School District Ventura County Office of Education Pasadena USD Alhambra USD Long Beach USD Downey USD Glendale USD</p>
<p>Region 5 San Gabriel Valley and Inland Empire Areas</p> <p>Baldwin Park USD, Regional Lead Agencies</p> <p>Antelope Valley Union High School District Azusa Unified School District Baldwin Park Unified School District Claremont Unified School District Fontana USD* Lancaster School District Ontario-Montclair School District Palmdale School District Pomona Unified School District Riverside County Office of Education Walnut Valley USD El Rancho USD Hawthorne SD</p>	<p>Region 6 San Diego and Surrounding Areas</p> <p>Orange COE, Regional Lead Agencies</p> <p>Anaheim UHSD* Imperial County Office of Education Oceanside USD* Orange County Office of Education San Diego City Schools</p>

* New Programs



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California Commission on Teacher Credentialing

Meeting of:

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PREP-3

Committee:

Preparation Standards

Title:

Pupil Personnel Services Advisory Panel Recommendations Concerning Credential Standards and Other Policy Issues

✓ Action

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Important Note: The Standards of Program Quality and Effectiveness for Pupil Personnel Services Programs in School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance Services are available in *Adobe Acrobat Reader* format (134 pages). Please [click here](#) to receive the *Adobe Acrobat Reader* version of the standards document.

Pupil Personnel Services Advisory Panel Recommendations Concerning Credential Standards and Other Policy Issues

Professional Services Division
California Commission on Teacher Credentialing

September 19, 2000

Overview of this Report

In March 1998, the California Commission on Teacher Credentialing approved a *Review of Pupil Personnel Services Credential Standards and Other Policies*. It was determined that changes were needed to better prepare Pupil Personnel Services (PPS) professionals for effective service to K-12 students and their families in the 21st century. The Commission's PPS Advisory Panel developed recommendations for standards and regulatory changes for the Commission's consideration. This report includes those recommendations

Policy Issue To Be Resolved

What changes are needed to better prepare Pupil Personnel Services professionals for effective service to K-12 students and their families in the 21st century?

Fiscal Impact Analysis

The Professional Services Division is responsible for reviewing and updating preparation program standards. The Commission budget supports the cost of these activities. No augmentation of the budget will be needed for implementation of the recommended changes.

Staff Recommendation

That the Commission adopt the Pupil Personnel Services Credential Standards and Recommendations 1 through 10. Staff also recommends that the Commission receive the report and other recommendations from the Commission's Advisory Panel.

Introduction

A major goal of education is to prepare students to become literate and responsible citizens. Educators have an obligation to promote personal growth, and to develop critical thinking skills so students can become caring family members who are motivated and equipped to pursue productive careers in the workforce. Educators recognize that, in addition to intellectual challenges, students encounter personal, social, economic and institutional challenges. Students need strategies to address these challenges, promote personal success, and prevent educational failure.

Certificated specialists in pupil personnel services (PPS) are school counselors, school psychologists, school social workers and child welfare and attendance supervisors. They are prepared to be pupil advocates and to provide prevention and intervention strategies to remove barriers to learning. These professionals, in partnership with other educators, parents and members of the community, maintain high expectations for all students, enable pupils to reach their highest potential, foster optimum teaching and learning conditions, and strive to prevent school failure.

California's children and adolescents live in a dynamic society with a diversity of cultures and changing values. They need educational environments that prepare them to function in complex, global, multicultural communities. The needs of students demand that pupil personnel specialists and others work together by uniting their skills in a team approach that provides comprehensive, coordinated programs and services on behalf of all pupils and their families.

According to the most recent report by the California Basic Educational Data System (California Department of Education, January 2000), there are more than 10,000 full-time pupil personnel service specialists working in California public schools. These include 6,391 school counselors; 3,568 school psychologists, and 166 school social workers. No current data are available on the number of child welfare and attendance providers because they are not included in the CBEDS database.

In 1998-99, the Commission issued over 1200 Pupil Personal Services Credentials. Currently 37 different colleges and universities offer 65 Pupil Personnel Services Credential Programs in California. About a third of the colleges and universities offering these programs offer at least two PPS programs. There are 34 programs in school counseling, 22 programs in school psychology, and nine programs in school social work. Ten of the 64 programs also offer the Child Welfare and Attendance Credential. PPS Credential Programs are offered at 17 California State University campuses, 4 Universities of California and 15 private colleges and universities.

Historical Background

The current requirements for Pupil Personnel Services Credentials were established in the Education Code by the same legislation that established the Commission as an autonomous standards board in 1970 (the Ryan Act). A few years later, two important initiatives sought to improve Pupil Personnel Services Credential Programs. First, in 1975, the authors of a report entitled *Lost in the Shuffle* were critical of the numbers of students who were not being reached, and recommended many changes including new credential standards for school counselors. This publication prompted the California Assembly Sub-Committee on Education Reform to establish a task force to look into the matter. The *Report of the Statewide Task Force on School Counseling* came out in 1979 and recommended that the Commission (1) review all PPS credential requirements, (2) propose a plan for the certification of competence by para-professional guidance staff, (3) improve procedures for evaluating the

quality of Pupil Personnel Service Credential Programs, and (4) examine the advisability of establishing renewal requirements for certificated counselors.

In 1979 the Commission responded by appointing an advisory panel that worked on the implementation of the four policy recommendations. As a product of the panel's work, the Commission adopted Administrative Regulations to govern the preparation and certification of all specialists in pupil personnel services. At the conclusion of this effort, in August 1985, the Commission's staff developed a *Guiding Philosophy for Professional Program Design for Pupil Personnel Services*. This was to clarify the Administrative Regulation which was previously adopted by the Commission. In summary, this statement was as follows:

In 1989, the Commission appointed an advisory panel to review the pupil personnel services guidelines and to develop standards of quality and effectiveness for pupil personnel services programs. The Commission adopted the standards and made other changes in PPS credential programs in 1991. These changes included an increase in the number of field experience hours, and an expansion of the defined areas of competence, including supervision, program coordination and a stronger emphasis on consultation. The Commission also adopted clearer distinctions among the PPS specializations in 1991. For example, the Commission decided that the School Counseling Credential would no longer be a prerequisite for earning the School Psychology Credential. Similarly, the authorization of the School Social Work Credential no longer included service as a school counselor, and the Commission adopted very specific competencies for the Child Welfare and Attendance Credential. These are the standards that are currently in force.

Appointment of the Advisory Panel

When the Commission approved the establishment of the PPS advisory panel in March 1998, the panel was directed to develop the most effective preparation standards for school counselors, school psychologists, school social workers and child welfare and attendance providers, based on the needs of California's children and the needs of the school system.

In accordance with the Commission's policy on advisory panels, staff requested nominations from numerous groups and received over 100 recommendations for the 25 positions on the panel. The panel held its first meeting in September 1998, in Sacramento and have met almost monthly since then. Following is a list of members on the panel:

- **Alnita Dunn**, school psychologist, Los Angeles USD
- **Andrew Lee**, high school student, Sacramento USD
- **Audrey Hurley**, counselor educator, San Francisco State University
- **Barbara Ledterman**, parent, representing California PTA
- **Barbara Owens**, teacher, Redwood high school, representing AFT
- **Ben Reddish**, school counselor, Edison High School, Stockton
- **Carolyn Schwarz**, school social worker, San Francisco USD
- **Cathy Owens**, school nurse, Murrieta School District
- **Cathy Turney**, School counselor, West Covina USD
- **Charlie Hanson**, counselor educator, CSU, Northridge
- **Christy Reinold**, School counselor, Lodi USD
- **Cynthia LeBlanc**, Deputy Superintendent, Hayward USD
- **Dale Matson**, school psychologist educator, Fresno Pacific University
- **Ken Breeding**, school counselor, Vista USD
- **Lee Huff**, school psychologist, Fountain Valley High School
- **Loretta Whitman**, Special Projects Administrator, Monrovia USD
- **Marcel Soriano**, counselor educator, CSU, Los Angeles
- **Marlene Wong**, school social worker, Los Angeles USD
- **Mike Furlong**, school psychologist educator, UC Santa Barbara
- **Paul Meyers**, California Department of Education
- **Robert Brazil**, child welfare and attendance provider
- **Sanda Jo Spiegel**, school board member, Whisman Elementary Schools
- **Sid Gardner**, Director, Center for Collaboration for Children, Fullerton
- **Todd Franke**, social worker educator, UC, Los Angeles
- **William (Bill) Evans**, social worker educator, CSU, San Jose

Charge from the Commission to the Panel

- (1) Compile and review pertinent information related to and involving a focused study of PPS, including school counseling, school psychology, school social work and child

welfare and attendance.

- (2) Consider an extended range of alternative policy options.
- (3) Consult with and receive input from numerous groups, organizations and individuals.
- (4) Prepare a report to the Commission including policy recommendations on Pupil Personnel Service Credential structures, requirements and standards for the 21st Century.
- (5) Make recommendations to the Commission for action, including specific changes to the existing PPS standards and structure as well as Legislative initiatives that might be necessary and appropriate.

Pupil Personnel Services Credential Overview

School counselors, psychologists, social workers and attendance specialists share some common training (generic competencies shared by all PPS providers) and areas of responsibility pertaining to the personal and educational development of students. At the same time, each group of specialists has a distinct, primary function in the school. Pupil personnel professionals will acquire common and unique knowledge and skills in their chosen area of specialization. However, the principal emphasis should be helping each pupil to be successful in school. All programs should be designed in concert with the educational views of other members of the school staff and community: teachers, administrators, parents and key social agencies.

In order to achieve greater depth of preparation in the distinct PPS specializations that are set forth in the Commission requirements, and concurrently to facilitate understanding and the cooperative interaction between the several PPS specializations, all programs consist of the following two major components: (1) a generic core, which gives emphasis to common PPS concepts, terminology, methods and interdisciplinary support, and (2) one, two or three advanced specializations in the areas of school counseling, school psychology and/or school social work, which are to be identified by the PPS credential candidate as a career choice upon initial enrollment in an approved program. For candidates interested in performing child welfare and attendance services, an additional program component, providing preparation in this area, may be added by the preparation institution to the forgoing three specializations.

All programs should give emphasis to interdisciplinary cooperation, support, and mutual understanding as essential elements in improving the school's services to pupils.

School Counselors

The primary roles of school counselors are to provide educational counseling services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in Education Code Section 49600.

The credential requirements for school counselors are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 30 semester hours in a Commission-approved professional preparation program specializing in school counseling, including a practicum with school-aged children, and passage of the CBEST.

School Psychologists

The primary roles of school psychologists are to provide psychological services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.

The credential requirements for school psychologists are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 60 semester hours in a Commission-approved professional preparation program specializing in school psychology, including a practicum with school-aged children, and passage of the CBEST

School Social Workers

The primary roles of school social worker are to provide social work services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

The credential requirements for school social workers are: a baccalaureate degree, post-baccalaureate study consisting of a minimum of 45 semester hours in a Commission-approved professional preparation program specializing in school social work, including a practicum with school aged children, and passage of the CBEST.

Child Welfare and Attendance Supervisors

The primary roles of child welfare and attendance providers are to provide services in grades 12 and below, including preschool, and in programs organized primarily for adults. Those services would include the following: access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.

The credential requirements for child welfare and attendance supervisors are: completion of a professional preparation program specializing in school counseling, school psychology or school social work, *and* a professional preparation program in school child welfare and attendance services, including a practicum with school-aged children, and passage of the CBEST.

Scope of the Review

In further defining the work of the panel, the following topics were defined for panel study. In addition, specific legislative initiatives that relate to PPS credential standards were included. At the end of each listing, ***bold italics*** show how the panel responded.

Topics Related to the Scope and Structure of PPS Training

- (1) As the curriculum of PPS preparation expands to incorporate new areas of service, preservice programs will have to expand their required course offerings and find creative ways of including additional competencies in existing courses. To begin to address the proliferation of skills and abilities that PPS candidates should learn, the panel explored whether an induction component should or could be a part of future credential requirements for pupil personnel service providers. The panel held regional meetings throughout the state asking K-12 practitioners and higher education personnel for feedback on this issue. The panel asked hundreds of participants if a two-level credential structure would be beneficial, what field experiences should be included in each phase of PPS preparation for the credential, and if this kind of setup was practical, in their opinion. ***Because the results of this inquiry were so mixed and such a structure would require such a radical change for colleges and universities offering PPS programs as well as for many school districts, the panel decided not to recommend a change in structure for the PPS Credential.***
- (2) The Commission's 1991 standards for PPS preparation did not establish a balance between theoretical studies and effective applications in the practice of school counseling. Many school counselors complain that the training they received in graduate school did not prepare them for the kinds of duties they perform in school nor are they well prepared to address many of the problems they face in school settings. ***The panel's recommended standards on collaboration, supervision and***

mentoring, with increased field experience, address this issue in great detail. After talking with hundreds of PPS educators and PPS practitioners and other school personnel in small focus groups and in structured interviews, panel members made certain that this issue was well addressed.

- (3) There is also a need to clarify the specific roles of each specialization within the Pupil Personnel Services Credential structure. There is also much confusion about the role of outside personnel who do not hold the PPS credential, but perform PPS services within the school setting. Currently, there is widespread confusion about who is trained to perform specific roles in the school. What specific roles should they continue to share? What distinct differences in function should they have? ***The very first task given to the panel, at their first meeting, was to assist the Commission in drafting specific authorization statements for each of the PPS provider credential documents and to address the issue of how non-PPS credentialed personnel should be treated. That authorization statement has since been approved and is now a part of Title 5 Regulations of California.***

Legislative Initiatives that Relate to PPS Credential Standards

- (1) Partnerships with Parents. AB 1264 (Martinez) directed the Commission to ". . . adopt standards and requirements that emphasize the preparation of prospective teachers and other certificated educators (including PPS Credential applicants) to serve as active partners with the parents and guardians of their pupils . . ." ***In addition to developing a standard to address this issue, several other standards that are here recommended have included elements that deal with the topic.***
- (2) Safe School Environments for Learners. SB 2460 (Green) directed the Commission to take a leadership role in addressing school violence. After the Commission did so, AB 2264 (Andal) directed the Commission to ". . . adopt standards that address principles of school safety, including, but not limited to, school management skills emphasizing crisis intervention and conflict resolution, developing and maintaining a positive and safe school climate, developing school safety plans, and developing ways to identify and defuse situations that may lead to violence . . ." School counselors, psychologists and social workers have clear responsibilities related to school safety through the resolution of conflicts and the prevention of violence. ***In addition to developing a standard to address this issue, several other standards that are here recommended have included elements that deal with the topic.***
- (3) School Psychologist Field Experience Standards. AB 3188 (House) directed the Commission to ". . . enhance the requirements for a school psychologist credential . . ." by re-examining the field experience standards for this credential. One purpose of this legislation was to determine if California should adopt national standards pertaining to the field experience training of school psychologists. Another purpose was to examine ways in which future school psychologists could be well-prepared to help students and their families protect their privacy rights in school environments. ***In response to this Legislation, the Commission appointed a task group to develop recommended standards that were forwarded to the PPS Advisory Panel. The Panel has incorporated those recommendations into this report.***
- (4) Developing Self-esteem and Social Responsibility in Students. A legislatively-sponsored commission report entitled *Toward a State of Esteem* included several policy recommendations to increase social responsibility through improved self-esteem in children and adolescents. Several key recommendations in this legislative report were directed to the Commission. Counselors, psychologists and social workers have significant roles in developing social responsibility and healthy self-esteem. ***The Panel is recommending a standard to address this and other related issues.***
- (5) Elimination of Sexual Harassment of Students by Students. SB 1930 (Hart) was directed at the elimination of student harassment of other students as a result of gender-based biases and stereotypes. This law requires school districts to adopt and implement student disciplinary policies, including suspension and expulsion, to discourage gender-based harassment of all types. PPS service providers have clear responsibilities related to the implementation of SB 1930, and related to the reduction of pupil violence and bullying. ***Even though the panel is not recommending a separate standard, numerous standards include elements that address this issue.***

All the questions above (and many more) were answered by the extensive data gathering activities performed by panel members and others over the two-plus year period of this review. A summary of important findings will be made when the agenda report is presented to the Commission

Two-day Invitational Policy Forum

To initiate the review, a two-day forum was held and twenty experts in the field of pupil personnel services in California and nationally were invited, to assist the staff in developing a conceptual framework for a study, and to discuss the most recent research in the fields of school counseling, school psychology, school social work, and child welfare and attendance. A broad group of people participated in the forum, including knowledgeable and experienced practitioners and college and university educators, professional organization representatives, representatives from the California Department of Education and selected high school students, credential candidates and members of the business community. The July 28 and 29, 1998 forum began with presentations by the four national guests on the morning of the first day. A work session with many opportunities for brainstorming ideas and free-flowing discussions among participants in small and large groups filled the afternoon. Most of day two was focused on bringing together the ideas of day one into more specific language that might be useful for pupil services as a whole, but also for each specific specializations in particular.

The four national speakers at the forum summarized their comments with information on national trends and brief comments. Patricia Henderson, director of guidance in San Antonio Texas talked about how school counselors should focus on helping students get through developmental stages in life and how counselors can play a more leadership role in public schools.

George Batsche, professor of psychology at the University of South Florida gave a brief history of school psychology, talked about the gap between training, credentialing and practice and expounded upon national trends and efforts by the National Association of School Psychologists with programs throughout the United States.

Edith Freeman, professor of Social Work at the University of Kansas explored possibilities of inter professional practices and how pupil service providers might "take a back seat" so to speak and strive to become facilitators and catalysts rather than problem solvers so that clients can be empowered to become more responsible for their own healthy development and growth.

Patricia Martin, Senior Program Manager, Education Trust from Washington, DC talked about a national initiative of the DeWitt Wallace-Reader's Digest Fund entitled "Transforming School Counseling," which she is coordinating. She expounded upon some of their findings and the future thrusts of school counselor preparation for the 21st Century.

The two-day forum set the stage and provided an extensive background of current research and recent state and national trends in pupil personnel services. The panel was able to digest this group's work and began the process of developing a process of data collection that would provide more focused answers to many of the questions raised by Forum participants and questions raised in the original proposal set forth in the proposed review document.

Specific Data Collecting Activities

In addition to the ideas presented from the two-day forum, panel members decided that they needed more information from the field to assist them in finding out what is current practice for pupil personnel service provider, what do administrators and school board members think should be the direction of training for PPS providers and how do parents, students, teachers and other professionals in the school think is needed. Panelists felt that they needed to get school officials' opinions about services provided by outside agencies and they also needed to hear from those outside agencies, including people from the Healthy Start Programs, Early Mental Health Programs and private professionals who provide services through contracts and other types of agreements. Panelists felt that they should find out what other states currently require for their credentials in related fields and what do they think is most important.

In an effort to find answers to these questions, the panel collected data from three primary constituency groups, (1) school personnel, (2) community organization and agency personnel

and (3) college and university personnel:

School Personnel (and Parents)

- administrators, (including principals, assistant principals, program directors, PPS coordinators, assistant supt.'s and Directors of special education);
- school counselors, school psychologists, school social workers, child welfare and attendance supervisors (at both district and school site levels);
- parents and guardians;
- teachers (K-12);
- students (7-12) and
- classified personnel (custodians, secretaries teacher aids and other paraprofessionals)

Community Organization and Agency Personnel

- healthy start program coordinators and line staff
- early mental health initiative program coordinators and line staff and
- other school-linked service personnel that work with public schools.

College and University Personnel

- college and university deans
- educators of school counselors, psychologists and social workers
- PPS credential candidates in each of the specializations

Procedures and Processes for Data Gathering

Surveys - Panel members developed surveys to solicit input about what services are currently being provided by pupil personnel service providers and what should be included in the training of future PPS providers. The panel analyzed each survey, went over the analyses as a group, and discussed survey results in light of recommendations to be made. Following is a list of state and national constituency groups participating in the surveys.

California

- (a) school administrators
- (b) school board members
- (c) PPS-related personnel
 - (i) practitioners, (ii) trainers, (iii) recent graduates, (iv) credential candidates
- (d) teachers
- (e) health professionals, including nurses

National

- (a) state directors-CTC's counterpart in other 49 states
- (b) school counselor educators from other states
- (c) school psychologist educators from other states
- (d) school social worker educators from other states

Focus Groups - The panel developed a plan that included (a) contact people in each of thirteen (13) different regions within the state (as listed below). County office and district personnel assisted in setting up focus groups in (free) public places and identifying focus group participants. (b) questions for each of three broad constituency groups: (i) k-12 schools (ii) community groups and (iii) colleges and universities and (c) protocol and procedures in order to maintain some consistency in procedures. In most cases, groups were homogeneous, ranging in times from 50 to 90 minutes with a maximum of eight participants in each. Student groups and teacher groups were usually for a 50-minute class period, whereas college and university and community groups were longer, up to 90 minutes. Panel members paired up and ran the focus groups with one panelist serving as facilitator and the other as note-taker. Panelists averaged one day with each constituency group. The results of these meetings were written in draft form and shared at panel meetings in light of recommendations to be made. Copies of panel member notes were copied and used to follow presentations given by panel members at regular panel meetings.

Focus groups were held in the following 13 county regions: San Diego, San Bernardino; Orange; Riverside; Los Angeles; Santa Barbara; Fresno, San Joaquin, Santa Clara;

Alameda; Sacramento; Shasta and Humboldt.

In each of the 13 county regions, small, homogeneous focus groups were held with the following constituency populations: school administrators, pupil personnel services practitioners, at school sites, district and county offices, teachers, parents and guardians, school-linked service providers and college and university personnel, including faculty, deans and credential candidates.

Structured Interviews - at school sites in the following districts: (1) San Diego City Schools, (2) Los Angeles USD, (3) San Francisco USD, (4) Elk Grove USD (in Sacramento) and (5) Schools in Humboldt and (6) Fresno Counties

Two panelists spent a half day in a selected school district visiting several schools to hold 15 to 30 minute interviews with key people at each school site to find out such things as (a) the support service functions being carried out at that school site and who was responsible; (b) policies that exist as they relate to support services; (c) the impressions school personnel have about support services and the person(s) providing such services; etc. Panel members spent the other half day at community based organization sites asking similar questions.

Conferences - Panel members and staff made presentations, attended and collected information at national, state and regional conferences for school counseling, school psychology, school social work, child welfare and attendance, school teachers, school board members, school nurses, special education teachers, and for health educators

Field Review - Over 1600 copies of the standards and other recommendations were distributed to the field for review along with a response form indicating agreement, disagreement and comments concerning the panel recommendations. Comments and input were sought from college and university trainers of PPS providers; practitioners; credential candidates; school administrators; teachers; school board members; community organization personnel; parents; and others who provided data to the panel in its study. Everyone who responded to questionnaires, attended a focus group or structured interview or otherwise participated in the panel's study received a copy of the standards and other recommendations for comments.

Of the 147 responses received from the field, 47 were from college and university personnel with Pupil Personnel Services Credential Programs and the other 100 were from practitioners and other non-university personnel. Responses from the field generally supported the panel's recommendations.

Recommendation #1 - concerning all Pupil Personnel Services Credential Standards. These standards received overwhelming agreement from the field. The two highest disagreements for any of the PPS standards were 10 disagreements for generic standard 16, *Supervision and Mentoring*, and school counselor standard 9, *Focus on Instruction, Learning and Achievement*. Several changes were made to address the concerns.

Recommendation #2 - concerning increased semester hours for school counseling credential programs from 30 to 48:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
31	8	59	21	90	29

Recommendation #3 - concerning increased field experience hours for school counseling credential programs from 450 to 600:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
35	3	58	24	93	27

Recommendation #4 - concerning increased field experience and practicum hours for school psychology credential programs from a total of 540 clock hours to 1200 hours of field experience plus 450 clock hours of practicum:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
22	4	44	25	66	29

Recommendation #5 - concerning increased field experience hours for school social work credential programs from 450 clock hours to 1000 clock hours:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
21	5	44	20	65	25

Recommendation #6 - concerning increased field experience hours for child welfare and attendance credential programs from 90 clock hours to 150 clock hours:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
27	2	57	11	84	13

Recommendation #7 - concerning the requirement of an internship credential for school psychology credential candidates:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
27	1	71	5	98	6

Recommendation #8 - concerning the requirement of a post-baccalaureate degree for all PPS credentials:

College & University Personnel		Practitioners and Others		Totals	
Agree	Disagree	Agree	Disagree	Agree	Disagree
33	3	74	5	107	8

In addition, comments that accompanied questionnaire responses were reviewed by the panel. As a result of the field review appropriate modifications were made to the standards.

Pupil Personnel Services Advisory Panel Recommendations to the California Commission on Teacher Credentialing

The Commission's advisory panel is recommending the following changes in requirements for the Pupil Personnel Services Credential: The recommendations fall into five different categories: (I) program and competency standards, (II) credential structure, (III) common standards, (IV) further study and (V) future agenda reports on pupil personnel services recommendations .

Category I. Program and Competency Standards

- **Recommendation 1. That the Commission adopt the Standards of Quality and Effectiveness for Pupil Personnel Services Credential Programs in the attachment for dissemination and implementation.**

Rationale for Recommendation 1: Based on legislative mandates, and information gathered from seven different survey questionnaires, over 100 focus groups from throughout the state, five structured interviews with school district personnel and numerous other sources, including feedback from the field after a draft document was developed, distributed and modified based on the feedback received, the following Pupil Personnel Service Standards are being presented to modify existing standards that have been in operation since 1991.

The panel recommends the following changes in the Pupil Personnel Services Credential structure:

School Counseling

- **Recommendation 2.** *That the number of semester credit hours for the School Counseling Credential be changed from a minimum of 30 semester hours to a minimum of 48 semester hours.*
- **Recommendation 3.** *That the number of field experience hours for the School Counseling Credential be increased from a minimum 450 clock hours to a minimum 600 clock hours.*

School Psychology

- **Recommendation 4.** *That the number of field experience hours for the School Psychology Credential be changed from a minimum 540 clock hours to the following:
a minimum 450 clock hours of practica prior to field experience and
a minimum 1200 clock hours of field experience*

School Social Work

- **Recommendation 5.** *That the number of field experience hours for the School Social Work Credential be changed from a minimum 450 clock hours to a minimum 1000 clock hours.*

Child Welfare and Attendance

- **Recommendation 6.** *That the number of field experience hours for the Child Welfare and Attendance Credential be changed from a minimum 90 clock hours to a minimum 150 clock hours.*

Rationale for Recommendations 2 - 6: It should be noted that the increased requirements in hours recommended for each of the PPS Credential specializations are being recommended in order to accommodate the additional standards that were added to address legislative mandates in several competency areas and to include areas of training that were lacking in previous standard requirements for pupil service providers. The additional requirements will also make California competencies at least comparable to what is required by the respective national professional associations.

- **Recommendation 7.** *That the School Psychology Internship Credential be required if school psychology credential candidates are seeking to be paid during their field experience.*

Rationale for Recommendation 7: This recommendation is being made because current school psychology programs are using the school counseling credential as a prerequisite to begin school psychology field experience and in some cases, school psychology credential candidates are being paid for field experience using the counseling credential. Prior to 1991 this was a common practice because the school counseling credential was required for school psychology credential candidates. When credential requirements changed in 1991 and the school counseling credential was no longer a required prerequisite, the school psychology internship credential was created by the Commission. School psychology credential programs were allowed to continue to use the school counseling credential as a credential to authorize the school psychology (paid) field experience. This practice continues in some school districts. The practice of school psychologists using the school counseling credential to perform school psychological services in paid field experiences, is not consistent with the authorization of the school counseling credential.

- **Recommendation 8.** *That a post-baccalaureate degree be required for all PPS credentials, school counseling, school psychology and school social work.*

Rationale for Recommendation 8: Assembly Bill 707 (1999) would have directed the Commission to require this change. An agreement was made with members of the Legislature that the Commission could make this change without the legislation, and the legislation was subsequently dropped. This action is also in agreement with the national movement in pupil services preparation programs.

Category III. Common Standards

Common Standard Issues to be Addressed for Pupil Personnel Services Credentials:

- **Recommendation 9-a and 9-b.** *That the Commission adopt the following language be added to Common Standard 3 for PPS Credential Programs:*

(a) "Each faculty member who teaches one or more specialized school related courses in a PPS program shall demonstrate active participation in Pre-K-12 schools appropriate to his or her service credential. This participation should be sufficient to enable demonstration of faculty currency in the state of professional practice and an understanding of current issues facing the schools."

Rationale for Recommendation 9a: University educators for teacher and administrative services training programs are required to stay abreast of developments in public schools. Consequently, the panel feels that PPS trainers should be required to do the same.

(b) "Faculty members who teach and supervise field experience in the program have appropriate academic preparation and at least two years of successful experience as a PPS provider, or service provider in a related field, and possess current knowledge in the field in which they teach. The institution attempts to recruit faculty that represent the diverse population of California pupils."

Rationale for Recommendation 9b: National standards require that field-based supervisors have prior field experience. The same standard should apply to training faculty. There is also a need for trainers of diverse backgrounds to improve the training of cultural competence among candidates and to enhance the recruitment of students into PPS programs.

- **Recommendation #10.** *That the Commission consider the following changes to Common Standard 6, concerning PPS Credential Programs when other Common Standard changes are brought up for consideration: "The institution shall provide the necessary advice, assistance, and mentoring to support the retention of pupils representing culturally and ethnically diverse populations."*

Rationale for Recommendation 10: With the growing number of ethnic minorities entering the school system, this represents the reality of education in California. PPS providers must be recruited and drawn from all segments of California 's diverse population.

Category IV. Further Study

The panel identified the following areas for further study concerning the Pupil Personnel Services Credential:

- (1) Alignment between the required training for and the services provided by child welfare and attendance supervisors.

Rationale for (1): Numerous responses from the field indicated widespread confusion and misunderstanding over the assignment, role and responsibilities of those performing duties as CWA Specialist. Responses from the field also strongly recommended a better alignment between the training received by persons holding that credential and the services they will be required to provide in the field.

- (2) Review existing school nursing credential standards and in the process, consider the feasibility of incorporating Pupil Personnel Services Credential Generic Standards into the new school nursing credential standards.**

Rationale for (2): The needs of today's pupils are more complex and varied and require a collaborative model that considers the educational, social, emotional, mental and physical health needs of pupils to insure academic success. The panel supports the principle that increasing the collaborative efforts of all pupil service providers, including the services of school nurses, promotes positive outcomes and enhances educational success of all children.

School nurses provide a variety of services that are closely linked with other pupil service providers and are an important component of a comprehensive service delivery model. Research shows the "The trends are reshaping the work of school nurses. Particularly needed are efforts to improve intervention outcomes by integration of physical and mental health and social services. More comprehensively, the need is for reform and restructuring of all education support programs and services to improve the 'state of the art' and provide a 'safety net of care'"(Adelman, et. Al. P. 11, 1997). Current trends support this reform and restructuring of education support systems as evidenced by the recent changes required in the PPS standards. Furthermore, the School Nurse Credential standards have not been reviewed since 1994, with a comprehensive revision not being done since 1989. It is therefore timely and appropriate to conduct a study of the School Nurse Credential to review and possibly revise the standards to reflect current trends and consider the feasibility of meeting the generic standards of the PPS credential.

Reference: Adelman, Howard; Taylor, Linda; Bradley, Beverly; Lewis, Keeta; August '97, "Mental Health in schools, Expanded opportunities for School Nurses", Journal of School Nursing, Vol. 13, No. 3

- (3) The PPS Advisory Panel believes *that credential applicants trained to national standards in the preparation of their respective specializations (school counselors, school psychologists, school social workers) represent the highest level of professionalism, and where the applicant also holds a credential from another state the Panel recommends that the Commission acknowledge the applicant's eligibility for a PPS credential. Furthermore, the advisory panel encourages the development of an expedited credentialing process, and that appropriate notification of this process be disseminated to school districts and respective State and National associations.***

Rationale for (3): The Pupil Personnel Services Credential Advisory Panel supports the proposition that credentialed pupil service providers in California should represent a level of training that is consistent with or exceeds national standards. The Panel recognizes a shortage of and need for highly trained and credentialed PPS providers. A wide range legislative and budgetary recommendations have been made in order to increase the number of pupil personnel services providers in schools. The need to address critical issues in school safety and school violence have been widely documented. Therefore, the panel recommends this action by the Commission to simply the process for out of state pupil service providers who have been trained to national standards.

- (4) Investigate whether an induction program similar to the one offered for beginning teachers is appropriate for PPS providers.**

Rationale for (4): An induction program similar to that offered for beginning teachers could be very important to supporting beginning pupil personnel services providers to enable them to apply their recently acquired knowledge and skills into an existing school structure with the help of a seasoned PPS support provider especially in a manner that improves student attendance, safety, performance, learning success and achievement. An induction program could assist beginning PPS providers to develop strategies for applying their knowledge and skills, obtain support form model

professionals in the field, learn how to implement new programs and services, and develop goals and plans for positively influencing PPS programs and services in the direction of current reform efforts in education and new visions for pupil services. It is also worth noting that since the teacher induction program has been so successful it might it might very well be as successful for pupil personnel service providers.

Category V. Future Agenda Reports on Pupil Personnel Services Recommendations

Title 5 recommendations will be brought to the Commission for consideration in the coming months pertaining the supervision of community-based mental health providers and concerning changing the name of the Pupil Personnel Services Credential.

Important Note: The Standards of Program Quality and Effectiveness for Pupil Personnel Services Programs in School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance Services are available in *Adobe Acrobat Reader* format (134 pages). Please [click here](#) to receive the *Adobe Acrobat Reader* version of the standards document.



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California Commission on Teacher Credentialing

Meeting of:

October 4-5, 2000

Agenda Item Number:

PREP-4

Committee:

Preparation Standards

Title:

Proposal to Award a Contract for Preparing Surveys and Technical Reports for the Beginning Teacher Support and Assessment (BTSA) Program

✓ Action

Prepared by:

Philip Fitch, Ed.D., Consultant
Professional Services Division

Proposal to Award a Contract for Preparing Survey and Technical Reports for the Beginning Teacher Support and Assessment (BTSA) Program

Professional Services Division
September 19, 2000

Executive Summary

At its June 7, 2000 meeting, the Commission reviewed an action agenda item requesting the release of a Request for Proposals (RFP) for preparing annual surveys and technical reports for the Beginning Teacher Support and Assessment (BTSA) Program. The Commission approved the key aspects of the RFP including the review procedures and scoring rubrics detailed in the agenda item and directed staff to return in the fall with a recommendation to the award a contract.

Over the past five years the California Education Research Cooperative (CERC) at Riverside has conducted statewide surveys that included all beginning teachers, their support providers, school site administrators and program staff for each local BTSA Program. The original grant provided to CERC was derived from a competitive bidding process. A major purpose of the research activities has been to identify key factors that are responsible for the effectiveness, confidence, and career satisfaction of first and second-year teachers participating in BTSA.

In the past, this research activity has been funded through a grant from statewide BTSA Program funds. Recent changes in the law require the CTC and Superintendent of Public Instruction to contract for these services beginning in the 2000-2001 fiscal year. The

current RFP process provides for a two year contract with a research organization that responded to the RFP and received the highest score on the approved evaluation criteria. Three agencies submitted responses to the RFP. The respondents were (1) WestEd; (2) UC Santa Cruz-New Teacher Center and (3) UC Riverside-School Improvement Research Group (SIRG). An eight member Review Team was selected to review the three proposals and the staff recommendation is based on the team review.

This agenda item summarizes the RFP process and recommends that the Commission and State Superintendent enter into a two year contract with WestEd to complete the research work.

Policy Issue to be Considered

Should the Commission and State Superintendent of Public Instruction issue a contract to WestEd to conduct surveys of new teachers and support providers and prepare technical research reports for the BTSA Program?

Fiscal Impact Summary

The Commission budget supports the costs of the proposed review and monitoring of the contract. No augmentation of the budget will be needed for continuation of the monitoring of the contract for WestEd. The funds for the contract are in the budget allocation for the CDE 2000-2001 and 2001-2002.

Recommendation

That the Commission and the State Superintendent of Public Instruction award a contract to WestEd to provide external research for statewide BTSA as stated in this agenda item

Issuance of RFP, Submission of Proposals, Reviewed and Scoring of Proposals

Pursuant to Commission action in June 2000, a Request for Proposals for research in the BTSA Program was released. The RFP was mailed to all accredited colleges and universities in California, all BTSA Directors, county offices of education, large school districts and to 82 research organizations within and outside the state. There were more than 400 copies of the RFP mailed throughout the State and Nation. A bidders conference was held at the Commission Office on July 12 with three potential bidders present for the conference. A Notice of Intent to Bid was due at the Commission Office by 12:00 noon on Monday, July 17. Five agencies submitted an intent to bid which included CSU Stanislaus, California State University Los Angeles, WestEd, UC Santa Cruz-New Teacher Center and the School Improvement Research Group at UC Riverside. Copies of proposals, prepared in response to the RFP, were due in the Commission Office by 3:00 p.m. Friday, July 28 which included proposals from: (1) WestEd; (2) UC Santa Cruz-New Teacher Center and (3) UC Riverside-School Improvement Research Group (SIRG).

An eight member review team was selected to review, score and recommend the awarding of a contract. The eight member review team met at the Commission Office on Tuesday, August 1 to obtain copies of the three proposals, to discuss the proposals and to collaborate on the scoring of the proposals. The eight member team met again on Tuesday, August 15 having read and scored the three proposals. The eight members of the review team were:

Jean Treiman	BTSA Task Force, CDE
Jaymee Kjellan	BTSA Task Force, CDE
Phil Fitch	BTSA Task Force, CCTC
Teri Clark	BTSA Task Force, CCTC
Terry Janicki	BTSA Task Force, CCTC
Suzanne Tyson	Pre-Intern Director, CCTC
Chris Reising	BTSA Cluster 5 Consultant

The review team met for over three hours charting individual scores and comparing various elements of each of the three proposals. It was determined that all three proposals were strong and with considerable substance. However, there were significantly different elements in the three proposals especially in the project schedule and project cost. WestEd submitted a project cost that was substantially lower than the other two submissions which represented 60 points of the 320 possible points. The other two proposals received lower scores from the Review Team and both submitted considerably higher project costs.

The average (mean) score was 287 for the WestEd Proposal as determined by the eight member team. The WestEd Project Cost was for \$199,999 for 2000-2001 and \$199,999 for 2001-2002 or a total of \$399,998 for the two year period. The Principal Investigator for the contract is Dr. Naida C. Tushnet Director of Evaluation Research at WestEd. Dr. Elizabeth Cooley of WestEd will be the Project Director for this contract.

One of the new features of the new contract is the use of web based data collection. The RFP called for respondents to prepare a proposed electronic, internet ready data collection system which is to include the consent forms for beginning teachers and support providers. The electronic database for consent forms will provide an official count of new teachers and support providers and a base line record for tracking new teacher retention. The contractor will also explore and develop ways to create a secure electronic database for the end-of-year survey forms for new teachers, support providers and site administrators. Selected aspects of the technical research reports will also be available on the BTSA internet web page.

During the 2001-2002 cycle, the contractor will prepare an internet ready data collection system so that local BTSA program participants can provide required basic demographic and classroom assignment directly to a secure database site. The remote data entry system will be designed so that the required written consent form is made immediately available to each BTSA program participant ready for return to the contractor.

Attached to this agenda are the following four appendices.

[Appendix A](#) - Proposal Evaluation Criteria, Part I and Part II

[Appendix B](#) - Background Information Regarding the RFP BTSA Research

[Appendix C](#) - Scope of Work for Contractor

[Appendix D](#) - Calendar for Research Activities

Appendix A

Request for Proposals for Conducting Surveys, Collecting and Analyzing Data, Providing Research and Technical Reports Regarding the BTSA System

Proposal Evaluation Criteria: Part I

Proposal Sponsor:

Compliance with Proposal Requirements

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

Yes	No	Proposal was received at or before 3:00 p.m., July 28, 2000, at the office of the California Commission on Teacher Credentialing.
_____	_____	

Yes	No	Ten complete copies of the proposal were received.
_____	_____	

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

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

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

Yes	No	A Cover Page
_____	_____	

Yes	No	A Table of Contents
Yes	No	An Introduction
Yes	No	Section 1: Statement of Work for an Independent Evaluation of the Beginning Teacher Support and Assessment System
Yes	No	Section 2: Schedules
Yes	No	Section 3: Bidder Capability
Yes	No	Section 4: Project Costs and Small Business Preference
Yes	No	Section 5: Technical Information

**Request for Proposals for
Conducting Surveys, Collecting and Analyzing Data Providing
Research and Technical Reports Regarding the Beginning Teacher
Support and Assessment (BTSA) System**

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

- (1) Plan for conducting statewide surveys, analyzing data and providing research and technical reports for the BTSA System 120

The proposal includes a feasible work plan to complete the scope of work.

Goal 1	40
Goal 2	40
Goal 3	40

- (2) Project Schedule. The proposal includes a well-organized, properly sequenced, and feasible project schedule for completion of all five tasks and meets the critical project dates specified in Part Two and Three of this RFP. 20

- (3) Bidder Capability. The proposal demonstrates that the bidder has (a) experience and expertise in similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality within the proposed timeline. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they also have the experience, resources, and expertise to provide the products and services for which they would be responsible. The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities. 100

- Bidder experience25
- Bidder resources.....20
- Sound, Feasible Organizational plan.....20
- Qualifications and experience of key staff.....35

- (4) Project Costs. The costs proposed by the bidder are reasonable in relation to the products and services to be provided, and competitive in relation to the costs proposed by other bidders. 60

- (5) Presentation. The proposal is clearly written, to the point, and well organized. Ideas are presented logically and all requested information is presented skillfully 20

Appendix B

Background Information Regarding The RFP and BTSA Research

In 1997, the Legislature and Governor Wilson enacted Assembly Bill 1266 (Mazzoni), which established the following purposes of the BTSA System.

- To provide an effective transition into the teaching career for first-year and second-year teachers in California.
- To improve the educational performance of students through improved training, information, and assistance for new teachers.
- To enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
- To ensure the professional success and retention of new teachers.
- To ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.
- To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.
- To establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession adopted by the commission in January, 1997.
- To examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
- To ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher.
- To ensure continuous program improvement through ongoing research, development, and evaluation.

These ten purposes require the use of support and assessment standards to improve the performance of beginning teachers in order to maximize their students' learning opportunities. In 1997, AB 1266 charged the Commission and Superintendent to use standards of program quality and new teacher performance as the primary bases for approving local BTSA Programs.

AB 1266 also charges the Commission and Superintendent to conduct research studies, complete surveys of key BTSA participants and to periodically prepare technical reports and research findings. During the past five years the three major areas of evaluation and research activities have been (a) Informal and Formal BTSA Program Reviews, (b) local BTSA Program evaluation and research activities and (c) external research and evaluation activities. This RFP addresses the continuance of "External Research and Evaluation" activities over a 24 month period of October 1, 2000 through September 30, 2002.

External Research and Evaluation Activities. In past years, the Commission and the Department of Education have contracted with Far West Laboratories (now WestEd), Southwest Regional Laboratory, and for the past four years the California Education Research Cooperative (CERC) located at the University of California, Riverside for various research activities. Also, each year a number of researchers and scholars from California's universities, colleges, county offices, and school districts have contributed to the essential external research and evaluation activities of statewide BTSA system. During past years the various research reports and data analysis from external sources have contributed to the development of statewide policy regarding BTSA improvement and expansion.

In 1999-2000, CERC conducted statewide and local program research activities for the Commission and the Department of Education. CERC has also conducted statewide surveys that include all beginning teachers, their support providers, school site administrators and program staff in each BTSA Program. The statewide research activity and surveys have been administered to all local BTSA Program participants to ensure that the statewide data will be useful to local BTSA Directors and for statewide improvement and expansion

purposes. An analysis of the survey responses compared responses from beginning teachers with those of their support providers and site administrators, and examined overall trends in the data. The CERC survey and research activity has also explored overall program design and operational characteristics and identified the most promising and effective outcomes of the varied BTSA programs. A major purpose of the CERC survey was to identify factors that are responsible for the effectiveness, confidence, and career satisfaction of first- and second-year teachers in the BTSA Programs. Other major purposes of the survey and evaluation effort have been to focus on how successfully BTSA Programs have achieved the following:

- improving beginning teacher skills and abilities;
- enhancing beginning teacher confidence; and
- strengthening beginning teacher career satisfaction.

Local Internal BTSA Program Evaluation and Research Activities - New Teacher Retention Studies

Local BTSA Program Directors and their staff have been able to document their experiences with an impressive array of reports, data collection, and data analysis that have been used to reinforce best practices and to identify areas for local program improvement. BTSA Directors, their staffs, and advisory committees typically sponsor many local evaluation activities that are varied, often extensive, and of significant analytical quality. Along with activities mentioned above, local evaluation activities also include surveys of perceived needs of new teachers and job satisfaction studies, surveys of mentors, coaches, and support providers, conducting longitudinal studies, reviewing individual induction plans, providing a varied and extensive number of class observations, analysis of teacher practices, and studies of culture and climate changes in participating school sites and studies of new teacher retention.

One of the major reasons why BTSA enjoys strong statewide support is the variety of credible and substantial local program evaluation activities that local BTSA Directors have developed and pursued. For the past four years BTSA Directors have shared their most promising and productive local evaluation activities with other Directors and with the Task Force in their year end Program Improvement Plans. There were 84 BTSA Programs that submitted Program Improvement Plans on July 30, 1999.

BTSA Informal and Formal Program Review

The Informal and Formal Program Review Process are based on the concept that BTSA Directors should have the opportunity to advise and consult with other BTSA Directors. The Program Review Process provides opportunity for Directors to meet, set group goals, and look at the local BTSA Programs.

During 1998-99 four established BTSA Programs volunteered to pilot the new BTSA Formal Program Review process. The remaining 80 programs participated in the Informal Program Review process. BTSA Program Directors used the data from both formal and informal processes to develop their Program Improvement Plans for 1999-2000.

In spring of 1998 the Commission and State Superintendent of Public Instruction approved a three-year cycle for BTSA Program Reviews. The approved plan calls for two years of Informal Program Reviews using six of the thirteen BTSA Program Standards and one year of Formal Program Review in which all BTSA Program Standards will be used. BTSA Programs are scheduled for review based on the number of years of program implementation. On September 16, 1999 representatives from twenty-eight experienced programs participated in a one day planning session for Formal Program Review for 1999-2000. During the spring of 2000 all 28 experienced BTSA Programs will have participated in a two and one half to three day Formal BTSA Review Process. The results of the 1999-2000 BTSA Formal Program Review activities are reported in more detail in another report which was presented to the Commission in June 2000. Staff are seeking Commission authorization to release a Request for Proposal to continue local internal BTSA Program evaluation and research activities.

Appendix C

Scope of Work for Contractors

This section of the agenda was presented in June 2000 and specifies a scope of work for continuation of the annual evaluation of the Beginning Teacher Support and Assessment (BTSA) Program. The proposed scope of work continues and builds upon the evaluation and data management work previously undertaken through an agreement between the Riverside County Office of Education and CERC, the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE). The scope of work describes a number of tasks addressing three basic goals.

**Goal To continue the annual survey and research of all BTSA programs,
#1. including preparation of a technical report for each local program
and for the CDE and CCTC.**

It is understood that BTSA Task Force will continue to be responsible for informing local BTSA program directors of their responsibilities, and that completion of BTSA informed consent forms will provide the contractor with the official count of Beginning Teachers and Support Providers. The count of Site Administrators and BTSA staff for each local program site will be solicited from local program directors by the contractor.

The contractor will also undertake a total population survey of all BTSA participants using a common survey instrument (in four parallel forms for new teachers, support providers, site administrator and BTSA staff).

The contractor will modify the 2000-01 statewide evaluation survey forms to update language and to include questions of interest to the Task Force. Revisions will be developed in consultation with the statewide BTSA Task Force and local BTSA directors.

The survey of all BTSA participants will be undertaken through a single administration of the statewide evaluation survey, at a time established by the BTSA Task Force. Surveys of individual local BTSA programs can be undertaken at different times, if scheduling considerations make that desirable.

This goal entails execution of a number of tasks including:

- Consult with the BTSA Task Force and revise existing survey instruments for 2001 and 2002 use. Revisions for 2001 include developing questions covering the full range of program elements, which will necessitate streamlining existing questions to make space for new items.
- Secure from the Task Force the official count of Beginning Teacher and Support Providers in each of the funded BTSA programs.
- Print surveys (pre-coded for program identify and respondent role) in appropriate numbers for each local program, package them in bundles for each program and distribute to local programs.
- Prepare directions for local program administration of surveys and consult with cluster consultants regarding survey administration.
- Receive and log returned surveys, checking return numbers against official participation records to document return rates. Notify cluster consultants of discrepancies in reported numbers.
- Clean returned surveys - correcting improperly completed marks and removing stray marks.
- Define scanning formats and scan returned surveys to create program evaluation database.
- Error check scanned data and edit where necessary.
- Convert scanner data to an appropriate data set, and process to identify missing values and create summary variables.
- Define local program report format (following the model used to report 1996 through 2000 data) and create programming needed to automate production of individual program reports.
- Transfer the statistical data into graphical form for easy analysis of program operations and outcomes.
- Prepare overall technical report for each of the funded local programs, send copies to local program directors and to CCTC and CDE staff.
- Revise a general local program Interpretation Manual to provide guidance to local program directors in analyzing local program report findings, print and distribute manual with local program reports.

Goal Substantially expand content analysis of the written responses to open

#2. ended questions included in the statewide survey, and provide extended statistical interpretation of the quantitative data gathered through the scanned survey data.

Detailed descriptions of the impact of participation in local BTSA programs will cover three basic outcome domains:

- acquisition of the array of teaching skills and abilities defined in California Standards for the Teaching Profession;
- development of beginning teacher confidence and comfort in the utilization of these skills and abilities in their classroom teaching work; and
- development of beginning teacher commitment to, and retention in, the teaching profession.

In order to account for effectiveness of local BTSA programs in contributing to these three outcome goals, the proposed report will examine four aspects of program design and operations:

- program context variations, including such factors and school and district composition, Beginning Teacher and Support Provider age, ethnicity, contract status and other situational constraints on program operations;
- level of school and district support for and commitment to the BTSA program and its goals;
- local BTSA program design characteristics and their Beginning Teacher Support and Assessment activities; and
- perceived quality and value of local program activities as reported by Beginning Teachers, Support Providers and the school Site Administrators where the Beginning Teachers work.

Undertaking these analyses will require the execution of six tasks, including:

- Develop a comprehensive, statistical model of BTSA program designs and impacts based on the data collected over the last three years. The past analysis included cluster analysis of survey respondents in order to identify distinctive orientations toward program design and operations, and an application of multiple regression and general linear model analyses to develop statistical models of the relationship found within the data.
- Add new analyses to the 2001 survey interpretation covering the following substantive issues:
 - timing of first contact between Beginning Teachers (BT) and Support Providers (SP);
 - structures affecting the BT-SP relationship: proximity, time devoted to relationships, intensity of feelings, location where BT-SP typically interact, full time vs. part time SPs, etc.;
 - role of emotional support vs. assessment in BT professional development;
 - importance of demographics in BT SP relationships;
 - role of the principal in the induction process;
 - differences in contributions to BT support by full and part time SPs; and
 - contribution of increasing staff experience to overall program implementation and effectiveness.
- Transcribe and enter into a Microsoft access database a sampling of written responses to the two open-ended questions contained on all forms of the statewide surveys.
- Content analyze these responses to identify themes typifying respondent descriptions.
- Prepare a policy oriented analytical report for use by the Task Force acquainting legislators and other education policy makers with the impact of BTSA on the skill, confidence and persistence of Beginning Teachers.
- Prepare and present a policy briefing to the BTSA Task Force and provide ancillary data analysis needed to address specific questions that may arise.

Goal Manage the BTSA consent form process, including printing and distribution of consent forms, development of a BTSA participant data base, and preparation of a summary report to the Task Force describing the demographic and assignment characteristics of BTSA participants.

BTSA Cluster Consultants will also forward to the contractor all BTSA Teacher Participant

Consent Statements. The contractor will scan these forms and create an electronic database of all official BTSA participants. This database will provide both the official count of BTSA new teachers and support providers, and a baseline record for tracking new teacher retention in the teaching profession.

During the 2001-2002 cycle, the contractor will prepare an internet ready data collection system so that local BTSA program participants can provide required basic demographic and classroom assignment directly to a secure database site. The remote data entry system will be designed so that the required written consent form is made immediately available to each BTSA program participant ready for return to the contractor.

This goal requires the execution of four tasks, including:

- Revision of existing consent forms to accommodate any changes requested by the BTSA Task Force, and to incorporate optical character recognition scanning for name and school code data entry.
- Create an internet ready data base and data entry forms so that demographic and classroom assignment can be entered directly into a database (Signed forms would still be required, but would automatically print for the BTSA participant and require only a signature and then mailed to the contractor). The annual survey will also be prepared in an internet ready format for field testing.
- Prepare a technical report for the BTSA Task Force covering the demographic characteristics and classroom assignment responsibilities of beginning teachers and their support providers.
- Return to each local BTSA program a database covering the informed consent forms received by the contractor in a format that allows them to print nametags of mailing labels, and that permits local program directors to link BTs and SPs for record keeping and management purposes.

Appendix D

Calendar For Research Activities

This section of the agenda item provides a calendar for the tasks listed in the previous section.

November 1, 2000 through October 31, 2001

Fall 2000 November 1
Through December 1,
2000

- Clarify and refine 24 month evaluation and research plan
- Scan Consent Forms, Create Database for statewide record of BTSA participants
- Consult with the BTSA Task Force and BTSA Directors regarding possible revisions for the four types of BTSA surveys
- Revise survey instruments for Spring 2001 surveys
- Print surveys (pre-coded for program identity and respondent role in appropriate numbers for each local program)
- Revise a local program Interpretation Manual to provide guidance to local program directors for analyzing local program report findings

Winter 2001 January 1
Through March 31, 2001

- Prepare directions for local program administrators surveys and consult with program directors regarding survey administration questions
- Refine Consent Form database and provide data to the BTSA Task Force
- Assist Cluster Consultants and local directors in providing a tracking procedure for surveys administered
- Define local BTSA program report format (following the model used to report 1998, 99, 2000 data) and create programming needed to automate production of individual program reports
- Mail Spring 2000 surveys to local BTSA Directors and develop database for surveys for each local BTSA Program

Spring 2001 April 1
Through June 30, 2001

- Refine Consent Form database
- Receive and log returned surveys, checking return numbers against participation numbers to document return rates
- Clear returned surveys, define scanning formats, and scan returned surveys to create evaluation database
- Create scanning formats for local questions as needed, error check scanned data and edit where necessary
- Convert scanner data to an appropriate data format, and process to identify missing values and create summary variables
- Prepare overall evaluation report for each of the local BTSA Programs (approximately 135-150 local BTSA Programs), send copies to local program directors and assist the local directors in analyzing local program report findings
- Revise a general local program Interpretation Manual to provide guidance to local program directors in analyzing local program report findings

Summer July 1
Through October 31,
2001

- Develop a comprehensive, statistical model of BTSA program designs and impacts based on the data collected over the last four years. This analysis would include cluster analysis of survey respondents in order to identify distinctive orientations toward program design and operations, and an application of multiple regression and general linear model analyses to develop statistical models of the relationships found within the data. (This analysis would be modeled on previous evaluation reports of overall BTSA program effectiveness, modified to accommodate survey changes, new policy questions and the availability of longitudinal data)
- Transcribe and enter into a Microsoft Access database a sampling of written responses to the two open-ended questions contained on all forms of the statewide surveys
- Content analyze these responses to identify themes typifying respondent descriptions
- Prepare a policy oriented analytical report for use by the Task Force in acquainting legislators and other education policy makers with the impact of BTSA on the skill, confidence and persistence of Beginning Teachers
- Prepare and present a policy briefing to the BTSA Task Force and provide ancillary data analysis needed to address specific questions that may arise

The calendar for November 1, 2001 through October 31, 2002 will be the same as that listed above for the first year of the contract. During the spring and summer of 2001 the Task Force will work with the contractor regarding possible modifications for the calendar for the second year.



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[Troops to Teachers](#) | [Other Sites of Interest](#) | [Home](#)



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[Troops to Teachers](#) | [Other Sites of Interest](#)

California Commission on Teacher Credentialing

Meeting of: October 4-5, 2000

Agenda Item Number: PREP-5

Committee: Preparation Standards

Title: Consideration of Requests for Waiver of Regional Accreditation Requirements for Two California Institutions

✓ Action

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

Consideration of Requests for Waiver of Regional Accreditation Requirements for Two California Institutions

**Professional Services Division
California Commission on Teacher Credentialing**

September 18, 2000

Overview of this Report

This report provides: (1) background information about the Commission's requirements related to regional accreditation for institutions, (2) a request for an extension of the waiver of regional accreditation for National Hispanic University, and (3) a request for a waiver of regional accreditation for LIFE Bible College. The report of the accreditation team that re-visited National Hispanic University in May, 2000 is attached to this agenda item.

Policy Issue To Be Resolved

Should the Commission continue the waiver of regional accreditation requested by National Hispanic University and, if so, for what length of time and under what conditions? Should the Commission waive the regional accreditation requirement for LIFE Bible College and, if so, for what length of time and under what conditions?

Fiscal Impact Analysis

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

Staff Recommendation

(1) Based upon the report of the accreditation re-visit team and the action of the Committee

on Accreditation, staff recommends an extension of the waiver of regional accreditation for National Hispanic University. (2) Staff recommends that the Commission act upon the request for a limited waiver of the regional accreditation requirement for LIFE Bible College.

Introduction

In July 1999 the Commission granted a one-year extension of the waiver of regional accreditation for National Hispanic University. The Commission asked that National Hispanic University come back to the Commission after the accreditation re-visit in May 2000 before further extension of the waiver is considered. This agenda report presents the results of the accreditation re-visit for National Hispanic University. In addition, LIFE Bible College has made a request for the Commission to consider a limited waiver of regional accreditation. Both requests for waivers are included along with other relevant information related to the Commission's waiver policies and WASC accreditation procedures.

Background Information Related to the Regional Accreditation Requirement

The legal requirement of regional accreditation appears in several sections of the Education Code, most prominently Section 44259, which states in part:

(b) The minimum requirements for the preliminary multiple or single subject teaching credential are all of the following:

(1) A baccalaureate degree . . . from a regionally accredited institution of post-secondary education.

For California, the regional accrediting body for institutions of post-secondary education is the Western Association of Schools and Colleges (WASC). The requirement of a regionally accredited baccalaureate degree is listed among the other requirements for specific credentials. On February 4, 1994, the Commission adopted the following additional policy as recommended by the Preparation Standards Committee.

Credentials which require the completion of a baccalaureate or higher degree will be granted only to individuals who have attained the baccalaureate degree or higher degree from a regionally accredited college or university.

The Commission has adopted policies, requiring California colleges or universities to be regionally accredited as a condition of eligibility to offer programs leading to teacher certification in California. The *Accreditation Framework* Section 4 A 1 states the following:

A post-secondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

In sum, post-secondary education institutions in California must have achieved accreditation from the Western Association of Schools and Colleges (the regional accrediting body for California) for (1) the acceptance of baccalaureate or higher degrees that are required for the award of professional credentials, and (2) the evaluation and accreditation of preparation programs that must be completed to qualify for professional credentials.

Under the provisions of Education Code Section 44225 (m) that grants the Commission waiver authority, waivers can be given to post-secondary institutions. One of the reasons given for granting waivers listed in Section 44225 is to "Provide other temporary exceptions when deemed to be appropriate by the Commission." In November, 1994, the Commission reviewed and adopted policies on future requests to waive the regional accreditation requirement. The adopted policy consists of the following four principles.

- (1) Waivers are temporary and are intended to mitigate the adverse impact of credential requirements by providing additional time for individuals to meet those requirements, and;
- (2) Waivers are granted to enable educational institutions to achieve goals established by the state, and;

- (3) Waivers are permissible if the outcome of such a waiver will provide significant help in addressing identified critical needs of schools and school children, and;
- (4) Waivers are permissible if there are accompanying mechanisms for assuring that Commission standards are not lowered and that quality of preparation is maintained under the waiver provisions.

It has been in the context of all of these provisions that the Commission has, from time to time, granted waivers of one or more of the requirements related to regional accreditation. An agenda report in June 2000 summarized accreditation policies and discussed prior requests for waiver of the regional accreditation requirement.

Steps to Western Association of Schools and Colleges Accreditation

Institutions seeking accreditation from the Western Association of Schools and Colleges (WASC) must go through three major steps before accreditation is conferred; eligibility, candidacy and accreditation. It is the purpose of the WASC Commission to validate to the public the ongoing credibility of an institution of higher education. Completion of all three steps can take from three to nine years.

Eligibility - Eligibility is the first step in the process of accreditation. Institutions must first be reviewed for eligibility based upon requirements established by the WASC Commission. The institution must assess itself in relation to the eligibility criteria. The institution must have:

1. A charter and/or formal authority to award degrees from the appropriate governmental agency.
2. A formally adopted statement of institutional purposes.
3. A governing board that operates as an independent policy-making body.
4. A chief executive officer whose full-time or major responsibility is to the institution.
5. One or more educational programs leading to the baccalaureate degree or beyond.
6. A coherent and substantial program of general education.
7. Faculty sufficient to support the programs offered.
8. Evidence of adequate learning resources to support the programs.
9. Admissions policies and procedures consistent with the institution's stated objectives.
10. Evidence of basic planning for the development of the institution.
11. An adequate financial base of funding commitments.
12. A published policy or procedure for refunding fees and charges to students.
13. An accurate and current catalog.

The institution submits an eligibility report responding to each of the eligibility criteria and a summary data form. The institution is expected to already be offering courses and degrees at the time of eligibility determination. The WASC Commission staff convenes an eligibility committee which reviews the documents and meets with institutional representatives before determining eligibility. The committee files a report of its action and a review of the institution in relation to each of the criteria. Although not a formal status with the WASC Commission, eligibility signifies that an institution has satisfied 13 criteria regarding institutional capacity and is ready to begin the formal self-study process leading to initial Candidacy.

Candidacy - Candidacy is achieved after the institution has completed a self-study report responding to WASC standards and has been successful in an on-site visit. Candidacy is a formal status with the WASC Commission and is an indication that an institution is progressing toward accreditation. An institution with Candidate status has a maximum period of six years to become accredited. This candidacy period enables an institution to organize its operations; establish sound policies, procedures, and management information systems; improve quality; and demonstrate compliance with WASC standards. The granting of candidacy does not assure that accreditation will eventually be attained.

Accreditation - An institution may seek accreditation after an appropriate period of Candidacy. It must have graduated at least one class in one or more of its principal programs. The institution is required to undergo an extensive and comprehensive self-study followed by an on-

site evaluation of institutional performance. Accreditation means that the institution meets the WASC standards and is likely so to continue. In addition it demonstrates that an institution operates at a high level of quality consistent with its stated purposes; that it has documented the availability of sufficient resources to support existing and planned programs at a satisfactory level of quality; and that it has committed itself to institutional improvement, periodic self-evaluation, and continuing compliance with WASC standards, policies and procedures.

Consideration of an Extension of a Waiver of Regional Accreditation for National Hispanic University

In 1994, the Commission granted a three year waiver of the WASC accreditation requirement to National Hispanic University, in which time the institution was expected to achieve WASC Candidacy. The waiver included an acceptance of baccalaureate degrees awarded by the institution for credential purposes, the eligibility to submit one or more subject matter preparation programs and the eligibility to submit one or more professional preparation programs. The institution subsequently received approval for the Liberal Studies subject matter program and the Multiple Subject CLAD/BCLAD Emphasis Credential program. At the time of the waiver, National Hispanic University had achieved WASC Eligibility. In 1997, the institution was granted a one year extension of the waiver because candidacy had not yet been achieved. In 1998 WASC Candidacy was earned. The institution was then granted an additional year of waiver in order for the Commission to review the results of the Committee on Accreditation on-site visit that was to be conducted in Spring 1999. As a result of the accreditation team report, substantive stipulations were placed upon the institution at that time by the Committee on Accreditation.

One year ago, the Commission considered whether or not to extend the waiver any further. The Commission recognized that denying a continuation of the waiver of regional accreditation would close the credential program immediately and force currently enrolled students to seek admission to other programs at a very late date. The Commission acknowledged the seriousness of the concerns raised by the team. The overall recommendation, however, focused on "organizational and administrative concerns" which the team believed could be addressed appropriately by the institution within the one year time period called for in the team recommendation. The team also indicated that it "was of the opinion that the candidates were well prepared and comparable to candidates prepared by other institutions." Finally, the team noted the number of partnerships that the institution has created to assist it in its avowed mission.

The Commission voted to grant National Hispanic University an additional waiver year, during which the institution was to bring its program up to a level where it fully met all relevant Commission standards. This decision permitted the continuance of the credential program that the team found acceptable, while requiring the institution to address the organizational and administrative concerns noted in the accreditation team report.

The Committee on Accreditation sent an accreditation re-visit team in May of this year. In light of the seriousness of the concerns, the entire three member accreditation team returned to the institution and the re-visit was scheduled for three full days. The team in its report to the Committee on Accreditation determined that all standards were now met and recommended that all stipulations be removed. At its June, 2000 meeting, the Committee on Accreditation voted to remove all accreditation stipulations and change the accreditation status from "Accreditation with Substantive Stipulations" to "Accreditation." The Accreditation Team Re-Visit Report that was presented to the Committee on Accreditation is attached.

Commission Options Regarding the Continuation of the Waiver

Option One

The Commission on Teacher Credentialing could elect to grant no further waivers of the regional accreditation requirement for National Hispanic University. The Commission could determine that the institution has had sufficient time to achieve WASC accreditation. Under this option, the Commission would deny an extension of the waiver of regional accreditation and the University would be required to close its credential program, arrange for its continuing students to transfer to another accredited teacher education program, and also notify its undergraduate students that the Liberal Studies subject matter preparation program no longer meets the requirements for multiple subject academic preparation.

Option Two

The Commission on Teacher Credentialing could grant another one-year waiver of regional accreditation for National Hispanic University. Option Two would recognize that the institution is moving forward toward achieving WASC accreditation and that the institution has met all applicable accreditation standards and has removed all stipulations, but the Commission would like to maintain close oversight over the progress. Under Option Two the institution would be required to provide a written report to the Commission each year and the Commission would annually consider the extension of the waiver until WASC accreditation is achieved. This option would require annual reporting for an institution that has met all standards and achieved the status of "Accreditation" without stipulations. Annual reports are not currently required by the Committee on Accreditation for institutions who are fully accredited by the COA. In the past, other institutions have not been required to provide annual reports to the Commission as they have been moving from WASC accreditation candidacy to full accreditation.

Option Three

The Commission on Teacher Credentialing could grant a two-year waiver of regional accreditation for National Hispanic University. Option Three would recognize that the institution is moving forward toward achieving WASC accreditation and that the institution has met all applicable accreditation standards and has removed all stipulations, and the Commission is willing to grant a waiver for more than one year. The full WASC accreditation visit is scheduled for March 26-29, 2002. After the WASC Commission has made its accreditation decision for National Hispanic University, based upon the March visit, an agenda report will be prepared for the CCTC to consider any actions necessary, as a result of the WASC decision.

Staff Recommendation

Staff recommends Option Two or Three for the following reason: National Hispanic University has fully met all relevant Commission Standards, which was the only condition placed upon the institution by the Commission in July 1999. The next decision, after this, related to National Hispanic University would be informed by the actions of the WASC Commission.

Request for a Waiver of Regional Accreditation for LIFE Bible College

LIFE Bible College has requested that the Commission grant a waiver of the regional accreditation requirement. The institution is not requesting eligibility to propose programs of subject matter or professional preparation. This request is very limited in scope and would allow graduates of the institution to be accepted into post-graduate programs of teacher preparation at other Commission-accredited institutions and would allow their degrees to be accepted for the credential, subject to the completion of all other credential requirements.

The institution was founded in 1923 as a three-year Bible college. In order to earn a baccalaureate degree, graduates of the institution were required to transfer to four-year colleges or universities. The college began offering bachelor's degrees in the 1940's. LIFE Bible College has been accredited with the Accrediting Association of Bible Colleges (AABC) since 1980. The AABC is an accrediting body recognized by the United States Department of Education. The institution attained WASC eligibility in 1997 and was granted WASC candidacy in July 2000. The full WASC site visit is scheduled for March 2002.

In past years, LIFE Bible College graduates desiring to earn teaching credentials were able to enroll in regionally accredited institutions offering teacher preparation programs. Once the graduates were accepted into unconditional graduate standing at a regionally accredited institution, they were able to finish a Commission accredited program at the second institution and then were recommended for a credential. LIFE Bible College had an agreement with a specific nearby university to facilitate that process. In 1995, the Commission adopted regulations that no longer allowed the practice just described. Under current regulations, in order to earn a teaching credential, graduates of LIFE Bible College (or any another college not regionally accredited) must complete a bachelor's degree or higher in a field other than education at another institution (usually requiring a year or more of coursework in residence) and then complete the professional preparation program for the credential (another year of coursework).

Ultimately, LIFE Bible College wants to be eligible to submit programs to the Commission and the Committee on Accreditation, but does not wish to do so until the institution has earned WASC accreditation. The college is working closely with officials at two WASC accredited institutions in a consultative arrangement to assist them as they are seeking accreditation. In the meantime, LIFE Bible College would like to facilitate the process for its graduates who wish

to become teachers. The college requests that the Commission grant a limited waiver of the regional accreditation requirement. Under the limited waiver, the bachelor's degree from LIFE Bible College would be acceptable as the underlying degree for the credential. (This practice has been a part of previous actions of the Commission to waive the regional accreditation requirement.) Graduates would be required to pass the MSAT to demonstrate subject matter competence and CBEST to demonstrate basic skills proficiency, but could then be accepted into accredited teacher preparation programs at a second institution. Once they complete the professional preparation programs at the second institution, graduates would be eligible for teaching credentials.

Commission Options Regarding the Granting of the Limited Waiver

Option One

The Commission on Teacher Credentialing could elect to deny the limited waiver of the regional accreditation requirement for LIFE Bible College. The Commission could determine that the institution should wait until regional accreditation is achieved by WASC to proceed further with steps to prepare teachers for California schools. Under this option, the Commission would make a strong statement of the importance of regional accreditation. As a result of this decision, graduates of the institution would be required to complete a second degree at a regionally accredited institution and then complete a teacher preparation program accredited by the Commission, thus requiring approximately two years of additional preparation.

Option Two

The Commission on Teacher Credentialing could elect to grant the limited waiver of the regional accreditation requirement for LIFE Bible College. The Commission could determine that the institution is making appropriate progress toward regional accreditation and take action to facilitate earning of a credential for graduates while the institution is completing the regional accreditation process. This request is consistent with the four policies adopted by the Commission in 1994 and outlined in the background section at the beginning of this agenda report. The waiver would be for a limited period of time, in order to allow the institution to complete the process of earning accreditation. The state is asking institutions to expand capacity in order to prepare more teachers for elementary and secondary schools. Granting the waiver would allow additional students to enter teacher preparation programs at accredited colleges and universities. Finally, the Commission's quality standards would be maintained because graduates of the institution would have to pass the Commission's basic skills test, would have to score above the cutoff on the Commission's subject matter test, and would have to meet the entrance requirements at an accredited teacher preparation institution. In granting the limited waiver, the Commission might be concerned that additional institutions in similar circumstances might seek the waiver, thus increasing the number of institutions having a waiver of regional accreditation.

Staff Recommendation

Staff recommends that the Commission weigh the benefits and risks of each option and take appropriate action.

(Attachment)

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM RE-VISIT REPORT**

Institution: National Hispanic University

Dates of Re-Visit: May 22-24, 2000

Accreditation Re-Visit Team

Recommendation: ACCREDITATION

Rationale: On May 22-24, 2000, the original team conducted a focused revisit. The focus included attention to seven stipulations that were recommended in the original report related to; Common Standards 1, 2, 4, and 8; Multiple Subject Program Standards 1, 2, 6, 9, and 21.

The Provost and faculty of NHU prepared a document that responded to each of the stipulations noted above.

The Team reviewed documents and conducted extensive interviews as listed below. On the basis of the Institutional Response to the Stipulations, supporting evidence, and interviews and the fact that all Standards less than fully met have been addressed, the Team recommends that the stipulations be removed and that the Accreditation status be changed from Accreditation with Substantive Stipulations to Accreditation.

- Team Leader:** Charles G. Zartman, Jr.
California State University, Chico
- Team Member:** Priscilla Walton
University of California, Santa Cruz
- Team Member:** Clara Chapala
California Department of Education

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
8	Program Faculty	x	Catalog
6	Institutional Administration	x	Institutional Self Study
40	Candidates	x	Course Syllabi
5	Graduates		Candidate Files
13	Employers of Graduates	x	Fieldwork Handbook
5	Supervising Practitioners	x	Follow-up Survey Results
2	Advisors	x	Needs Analysis Results
13	School Administrators	x	Information Booklet
0	Credential Analyst	x	Faculty & Advisory Board Minutes
8	Advisory Committee	x	Schedule of Classes
		x	Advisement Documents
		x	Faculty Vitae
		x	Student Evaluations

Findings and Recommendations Related to COA Stipulations

Stipulation #1

- That the institution provide evidence of the active involvement of the faculty in the governance of the program. The involvement must include sufficient full-time faculty to maintain effective coordination and management of the program.

Revisit Team Findings

The institution has provided substantial evidence of faculty participation in the governance of the program. Interviews with faculty as well as a review of minutes of meetings provide evidence of increased involvement of faculty. Documented evidence of meetings and minutes of meetings indicate that faculty have been involved in all decisions and ongoing development of the program during the past year. This also includes the involvement of full-time faculty who effectively coordinate and manage the program.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Stipulation #2

- That the institution provide evidence of a comprehensive program evaluation system, involving the required constituencies, that collects data, analyzes it, and uses the information gathered for program changes and improvement, as needed.

Revisit Team Findings

Interviews and documents confirm that a comprehensive program evaluation has been developed and implemented. The evaluation system includes all participants in the program. Data are collected from the various constituencies (candidates, graduates of the program, master teachers, faculty, and employers), analyzed, and used for substantive program changes and improvement. Program changes are reviewed by an active advisory board.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Stipulation #3

- That the institution provide evidence of the implementation of systematic procedures for the selection, orientation and evaluation of all master teachers.

Revisit Team Findings

A systematic procedure for the selection, orientation, and evaluation of Master Teachers has been implemented. There is a Master Teacher orientation relative to program goals and Master Teacher expectations. In addition, Master Teachers are observed for their suitability. There is documentation that CLAD and BCLAD student teachers are appropriately placed with appropriately credentialed teachers.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Stipulation #4

- That the institution provide evidence of a clearly articulated program design based upon a conceptual framework which explains the rationale for the delivery system.

Revisit Team Findings

The program has developed a conceptual framework based on the six major points in the conceptual framework, including meta-cognition, exploration learning, technology, cultural literacy, community literacy, and service learning. The institution will need to continue to refine and align the coursework and field experiences with this conceptual framework.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Stipulation #5

- That the institution provide evidence of a clear and focused incorporation of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) instructional strategies throughout the program.

Revisit Team Findings

There is substantial evidence that the program has incorporated ELD and SDAIE strategies in all of the courses. This has been verified by interviews with candidates, faculty, and master teachers and documented lesson plans during the student teaching experience.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Stipulation #6

- That the institution provide evidence of a comprehensive and cohesive process of guidance, assistance and feedback for student teachers.

Revisit Team Findings

The institution has addressed this stipulation by hiring full time faculty who serve as the Coordinator of University Supervision and Coordinator of Academic Advising. Both interviews with students and employers indicate that candidates are receiving guidance and feedback in a timely fashion in program requirements, required coursework, and field experiences. The institution developed a Student Teaching Handbook which has been disseminated to both candidates and master teachers. Candidates consistently reported that all requests for assistance or information are addressed within 24 hours.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Stipulation #7

- That the institution provide evidence of the implementation of a final assessment process that is consistent with all of the elements of the standard.

Revisit Team Findings

A summative assessment process has been developed and implemented. The university supervisor, master teacher and program director participate in this process. This was documented by a review of various assessment instruments and interviews.

Revisit Team Recommendation

The Team recommends that the stipulation be removed.

Findings and Recommendations Related to Common Standards

Original Team Decision:

Common Standard 1

Educational Leadership

Standard Met Minimally Quantitative Concerns

The National Hispanic University received waiver approval for offering a Multiple Subject CLAD/BCLAD program in 1994. The institution initiated an internship program in conjunction with the Alum Rock Union School District in 1998. The program has been developed to be consistent with the institutional mission which supports ". . . using a multi-cultural educational experience to obtain a professional career, . . ." through its emphasis on "high expectations to encourage academic success, a support system to enhance achievement, and role models to provide a success oriented attitude." The institution is located in a strategic geographic location. Under the leadership of the President, Provost and Teacher Education Director, the institution has demonstrated a consistent ability to attract and retain students who have previously given up on college. The institution has a growing presence in the region.

Though the program has experienced high faculty and staff turnover in recent years, steps have been taken to solidify the schedule of course offerings, clarify the focus of the program, involve the faculty in decision-making, and strengthen the program. Although the institutional mission and vision are clearly articulated on paper, and some positive steps to involve the largely adjunct faculty have been taken, the program has been operated mostly without the active involvement of faculty in its governance.

Revisit Team Findings

It is clear that the institution has turned a corner under its current leadership team. It has documented evidence of high faculty involvement in governance. Throughout the last year the faculty and administration have met regularly and reviewed and revised the program. Their work has then been presented to an active advisory board that has provided substantive input at all levels of the program.. All constituencies interviewed during the revisit noted a high level of participation by the faculty and advisory committee. The institution has implemented a vision designed to meet the needs of the local community. The program has been revised and strengthened since the 1999 visit with the full participation of not only faculty but administrators and practitioners. It is clear that N.H.U. has taken all CTC recommendations to heart, and

seriously acted on them.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Common Standard 2

Resources

**Standard Met Minimally
Quantitative Concerns**

Within the last five years, significant steps have been taken to transform a former elementary school located on a ten-acre parcel of land into a fully functioning institution of higher education. The vision for full build out of the campus is ambitious. The program of the institution has experienced rapid growth and now serves over 250 candidates with one full time faculty member, one recently selected full-time faculty member, six adjunct faculty members available to teach courses, two part-time field supervisors, and additional support personnel. The team gathered evidence through review of documents and interviews that this low distribution of full-time personnel makes it difficult to maintain effective coordination and management of the program.

Revisit Team Findings

The institution addressed concerns relative to this standard over the past year. They have increased the number of full time faculty from two full time faculty and six adjunct faculty to three full time faculty, six full time equivalent faculty on two year contracts, two adjunct part time faculty teaching two classes each, and seven adjunct faculty each teaching one course. The increase in faculty and attention to coordination issues by the faculty are now ensuring a well-coordinated and managed program.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Common Standard 4

Evaluation

Standard Not Met

There is no evidence of the existence of a comprehensive evaluation design and criteria, involving the required participants, that systematically collects data, analyzes it, and uses the information gathered for program change and improvement. For example, there is no evidence of the following:

- Formal information from graduates of the program
- Involvement of practitioners, such as master teachers, in providing feedback to the program.
- Faculty input into evaluation and development of the program.

There appear to be a number of instances in which the institution has responded to concerns. However, this information is received in an informal and unsystematic way and not as a part of a comprehensive system. The participation of districts in a more formal ongoing evaluation system of the program is not evident.

Students regularly evaluate the faculty. The results from these evaluations are used to make decisions about retention. It was not clear how the course evaluations are used to improve the content of instruction beyond the removal of unsuitable faculty.

Revisit Team Findings

The program has developed and implemented a comprehensive evaluation system.

It is fully in place with data collected and used to inform the program. Candidates, faculty, graduates, and employers of graduates have all completed surveys relative to program effectiveness. Institutional leadership used the results to make personnel decisions and enhance specific program elements.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Common Standard 8

District Field Supervisors

**Standard Met Minimally
With Qualitative Concerns**

The institution has memoranda of understanding with several school districts for student teacher placements and employment. However, the selection, orientation and evaluation of all Master Teachers is uneven. Some students reported effective support and interaction with Master Teachers. Others did not have Master Teacher supervision. The recent hiring of a faculty member to develop and coordinate student advisement and field placement should strengthen this component and assure that supervising staff will be appropriately selected, trained, evaluated and recognized.

Revisit Team Findings

N.H.U. has established uniform practices relative to the selection, orientation, and Evaluation of Master Teachers. Master teachers are now presented with job Descriptions, policies, and must sign a Memorandum of Understanding (MOU) prior to commencing service. An orientation process has been put in place for all Master Teachers, and a systematic evaluation instrument has been initiated which is used to both recognize effective and eliminate ineffective Master Teachers. Master teachers are given a \$100 stipend for their service to the university. The university now also sponsors an event to acknowledge the contributions of outstanding teachers.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Response and Recommendations Related to Program Standards

Multiple Subject: CLAD/BCLAD (Spanish) Emphasis

Multiple Subject: CLAD/BCLAD (Spanish) Emphasis Internship

Original Team Decision:

Standard 1 - Program Design, Rationale and Coordination

Not Met

The program design was not clearly articulated in either the self-study report or presentation to the team. The program described in the self-study is not the program as it exists in practice. The current program has been organized to meet the needs of candidates employed by local school districts under emergency permit authorizations. Elements for an effective program are in place, however, the program lacks a conceptual framework which explains rationale for the delivery system. The absence of the clearly articulated design based upon a rationale inhibits the effective coordination of the program

Revisit Team Findings

The program presents its sequence of courses in one-month modules. This delivery system is highly effective for working teachers. Candidates expressed great satisfaction with this design. The program articulates a mission to serve the local teaching needs of the surrounding community. It expressly works to recruits and brings into teaching underrepresented groups. Program content has been organized around six basic concepts that increase in complexity as the student moves through the coursework. In other words, the curriculum is spiraled and each phase iterates the former. The six concept include the following:

- Meta-cognition and meta-cognitive awareness
- Constructivism
- Cultural and linguistic literacy for the local context and for a global society
- Community Context for learning and teaching
- Service learning
- Technology in the educational context

Faculty, candidates, and other participants in the program are now able to articulate a common understanding of the program.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Standard 2 - Development of Professional Perspectives Met Minimally with **Met Minimally with Quantitative Concerns**

Faculty have dedicated considerable effort to ensure that each candidate develops an extensive professional knowledge base. Candidates, graduates and employers have determined that the content in professional preparation courses serves to develop professional perspective. Although candidates and graduates commented that they feel prepared to serve all students, a strand is missing that includes a clear and focused incorporation of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) instructional strategies.

Revisit Team Findings

Program faculty have integrated ELD/SDAIE strategies across the curriculum. They attended a series of workshops that addressed the use of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) instructional strategies in program coursework. Faculty now require that candidates submit lesson plans in each course which detail the specific strategies that provide English Language Learners with access to academic content. Candidates have been given criteria for successful lessons, and have reviewed these criteria through course discussions, assignments, and classroom practice.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Standard 6 - Preparation for Student Teaching Responsibilities **Met Minimally with Quantitative concerns**

There is a concern about the extent of focus in the curriculum on ELD/SDAIE methodologies and, for BCLAD candidates, primary language instructional strategies.

Revisit Team Findings

As indicated in the findings related to Program Standard 2 above, the program has increased the amount of content related to ELD/SDAIE and primary language instruction methodologies.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Standard 9 - Guidance, Assistance and Feedback **Met Minimally with Quantitative concerns**

A comprehensive and cohesive feedback process is not evenly implemented. In some cases candidates received minimal feedback from school personnel and in other cases, university supervisors and master teachers did not coordinate their information about candidate progress. A process is not evident that ensures a uniform implementation of the feedback loop at each school site for each candidate.

Revisit Team Findings

The Team found a marked difference in feedback from candidates relative to this standard. Program personnel are seen as organized, attentive, and accessible at all times. Advice and

assistance are now excellent features of the program. Documentation indicated that students receive feedback from advisors, faculty, university supervisors, and Master teachers. The various constituencies are communicating and offering supportive and necessary feedback for candidates throughout their time in the program. The institution has hired a person whose primary function is to provide assistance and guidance to students. Feedback and responsiveness of faculty and student teacher supervisor is also evident.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Original Team Decision:

Standard 21-Determination of Candidate Competence

Not Met

Although there is a final assessment process that is used, based upon the California Standards for the Teaching Profession, the process does not formally include all of the elements of the standard and does not specifically address Program Standards 11-20. The team was unable to find evidence that candidates were evaluated according to those standards.

Revisit Team Findings

N.H.U. has implemented a formal assessment process that addresses all standards. A summative assessment involves the program director, master teacher and the university supervisor. This assessment incorporates all elements in Program Standards 11-20. In addition, each candidate compiles a Portfolio based on criteria aligned with the elements in Program Standards 11-20 and participates in an exit interview prior to recommendation for the credential.

Revisit Team Recommendation

The Team found that the Team's concerns of the previous year have been addressed and the standard is now met.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

The team noted that the institution has made significant changes in response to the original report. The team wishes to acknowledge the dedicated efforts of the faculty, administration, and staff of the National Hispanic University for their accomplishments over the last year in attending to the stipulations and concerns included in the 1999 accreditation team report. The institution can take pride in the progress made over the past year to improve teacher preparation at NHU.

The initial mission of the institution to serve Hispanic students has broadened to include a range of students from diverse ethnic and cultural backgrounds, including individuals who are changing careers and paraprofessionals on career ladders.

The campus is attracting individuals with strong academic backgrounds who are committed to the mission of the university. There is consensus among candidates interviewed that the following characteristics have attracted them to the program. These include a flexible delivery system, individual attention, size of the institution, the quality of the instruction by highly qualified staff, and a practical focus in all courses. These unique features serve the immediate needs of teachers on emergency permits and internship credentials. The attractiveness of the program is exemplified by the candidates' willingness to drive extraordinary distances to participate in this program (i.e., Stockton, Salinas, Santa Cruz, Watsonville)

The institution continues to establish successful partnerships that are acknowledged by neighboring institutions of higher education and local education agencies.

While the institution has infused ELD/SDAIE throughout the coursework, a separate ESL (ELD) methods course would further strengthen the program.



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