



[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 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

November 1-2, 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, November 1, 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 Consideration of Credential Appeals
- A&W-3 Reconsideration of Waiver Denials
- A&W-4 Waivers: Consent Calendar
- A&W-5 Waivers: Conditions Calendar
- A&W-6 Waivers: Denial Calendar

THURSDAY, November 2, 2000
Commission Office

1. General Session (Chair Norton)

8:00
a.m.

-
- GS-1 Roll Call
 - GS-2 Pledge of Allegiance
 - GS-3 Approval of the October 2000 Minutes
 - GS-4 Approval of the November Agenda
 - GS-5 Approval of the November 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 Development of Clean-up Legislation for the 2001-2002 Session
-

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



- PREP-1 Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities, Award of Blended Program Grant, and Reciprocity Task Force Recommendations



- PREP-2 Review of Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)



- PREP-3 A Report on Teaching Internship Grant Programs and Request for Approval to Issue Requests for Proposals for the Internship and Pre-internship Programs and for the California Mathematics Initiative for 2000-2001
-

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



- PERF-1 Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert, 1998)
-

5. 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 Revised Goals and Objectives for Updated Strategic Plan



- FPPC-3 Proposed Information Technology Strategic Plan



FPPC-4 Proposed Standard Agreement with California State University, Chico



FPPC-5 First Quarter Report of Revenues and Expenditures for Fiscal Year 2000-2001

6. Credentials and Certificated Assignment Committee of the Whole (Committee Chair Blowers)



C&CA-1 Proposed Amendments to Title 5 Regulation, §80089 and §80057.5, Pertaining to Supplementary Authorizations in Mathematics

7. CCTC Commissioner Celebration

**1:00
p.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 November, December 2000 & January 2001

GS-15 New Business

GS-16 Nominations for Chairperson and Vice Chairperson of the California Commission on Teacher Credentialing

GS-17 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

December 6-7, 2000

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, CA 95814



[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 November 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:

November 1-2, 2000

Agenda Item Number:

LEG-1

Committee:

Legislative

Title:

Development of Clean-Up Legislation for the 2000-01 Session

- ✓ Action
- ✓ Information

Prepared by:

Linda G. Bond, Director
Governmental Relations

DEVELOPMENT OF CLEAN-UP LEGISLATION FOR THE 2000-01 SESSION

Background

At the October 2000 Commission on Teacher Credentialing meeting, Commissioners discussed their desire for a more moderate legislative agenda for 2000-01. In concert with this direction, Commission staff is requesting permission to develop only two legislative proposals for the 2000-01 session:

- A proposal that would contain several technical clean-up provisions of an urgent nature; and
- A proposal to strengthen and clarify the jurisdictional reporting of teacher misconduct eliminating serious non-reporting situations.

Recommended Action

Staff recommends that the Commission authorize staff to develop the two legislative proposals for the 2000-01 legislative session, and bring them to the Commission for their review at the December 6-7 meeting.



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

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



[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 November 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:

November 1-2, 2000

Agenda Item Number:

PREP-1

Committee:

Preparation Standards

Title:

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities, Award of Blended Program Grant, and Reciprocity Task Force Recommendations

✓ Action

Prepared by:

Helen Hawley, Assistant Consultant and
Sara Swan, Analyst
Professional Services Division

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities, Award of Blended Program Grant and Reciprocity Task Force Recommendations

Professional Services Division
October 17, 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, a recommendation for the award of a blended program grant and recommendations of the reciprocity task force related to comparability of out-of-state teaching credential requirements.

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. The Commission budget also supports the necessary comparability reviews described in this agenda report. 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, award the recommended blended program grant and approve the Reciprocity Task Force comparability recommendations.

I. 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.

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

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

Recommendation

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

English

- University of La Verne

Mathematics

- University of California Riverside

II. Recommendation for Award of a Blended Program Grant

Background

Earlier this year, the Commission awarded a number of grants in for the development of blended programs of undergraduate teacher preparation. Stanford University applied for a Title II grant for the development of a Blended Program of Undergraduate Teacher Preparation, Single Subject English. Stanford's application was reviewed by qualified readers, additional clarifications were requested and received from the University, and the program was then deemed to meet the Title II Blended Program grand funding standards.

Staff recommendation -- That the Commission award a Title II grant to Stanford University in support of the development of a Blended Program of Undergraduate Teacher Preparation in Single Subject, English.

III. Reciprocity Task Force Recommendations Related to Out-of-State Reading and Professional Clear Credential Requirements

Background

AB 1620 (Scott, 1998) required the Commission to conduct periodic reviews of the comparability of teacher preparation standards in other states for the purpose of establishing credential reciprocity. The initial study consisted of a review of accreditation procedures, standards for the preparation of elementary, secondary, and special education teachers, and subject matter requirements in other states. In addition, the Commission conducted a review of the professional clear credential requirements for those states that had been determined to have comparable teacher preparation standards. As of May 2000, the Commission deemed thirty-seven states overall to be comparable in elementary, secondary or special education teacher preparation. Individuals prepared in these states are currently eligible to receive a five-year preliminary teaching credential with passage of the CBEST. Some states were not determined to be comparable based on the reviews, because they lacked comparability in one or more of the required areas.

AB 877 (Scott, 2000) builds on AB 1620 and allows the Commission to de-couple the previous reviews of comparability to provide for more flexibility in the credentialing process for out-of-state teachers. AB 877 also calls for periodic reviews of the comparability of out-of-state requirements in subject matter programs or examinations, reading instruction, and emphasis credential programs. It is now appropriate to bring forward further findings of the

Reciprocity Task Force related to elementary reading, and the professional clear credential requirements, including health education, computer education, and special education.

Recommendations Related to Reading Requirements

The Reciprocity Task Force recommended four states as having comparable elementary standards in reading, including Connecticut, Kentucky, Massachusetts, and Oklahoma. Staff recommends that the Commission approve the recommendations of the Task Force, which would eliminate the elementary reading requirement for teachers prepared in these states.

Recommendations Related to Professional Clear Credential Requirements

The Reciprocity Task Force recommended the states listed in Table 1 for comparability in the health education, computer education, and special education credential requirements. Staff recommends that the Commission approve the recommendations of the Task Force, which would eliminate the professional clear credential requirements for teachers prepared in these states as specified.

Table 1: State Comparability in Professional Clear Credential Requirements

State	Health Education	Computer Education	Special Education
Alaska		X	X
Connecticut	X	X	X
Idaho		X	
Louisiana			X
Massachusetts			X
Minnesota	X	X	X
Mississippi		X	X
Montana	X	X	
New Hampshire		X	X
New York	X	X	X
Ohio		X	
Oklahoma		X	
Texas		X	X
Vermont		X	X
West Virginia		X	



[Return to November 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 November 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: November 1-2, 2000

Agenda Item Number: PREP-2

Committee: Preparation Standards

Title: Review of Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)

✓ Action

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

Review of Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)

**Professional Services Division
October 17, 2000**

Executive Summary

Two years ago the Commission appointed six members of the Committee on Accreditation (COA). At that time, the Commission adopted a selection process to use for future elections. On July 12, 2000, the Commission followed these procedures, interviewed fourteen nominees and selected and appointed six members to replace those COA members whose terms ended June 30, 2000. The Commission also replenished the list of alternate members of the COA by selecting three new alternates from among the finalists. This report provides background information about the origins and functions of the Committee on Accreditation, the state laws and policies that govern the selection process, how finalists are screened by the Nominations Panel, and how the Commission chose to select the members and alternates in 1998 and 2000.

Fiscal Impact Summary

The Commission's base budget includes resources to support the activities of the Committee on Accreditation, including the solicitation of nominations and the selection of members by the Commission. No augmentation of the budget is needed to carry out the recommended selection and appointment process.

Policy Issues To Be Decided

Should the Commission continue its currently adopted policies for selecting members and alternates to the Committee on Accreditation or make modifications to its procedures?

Recommendation

That the Commission review and suggest modifications to the adopted procedures for the nomination and selection of members of the Committee on Accreditation and that the Chair appoint an ad hoc committee of Commissioners to work with staff to revise the procedures as necessary and appropriate in preparation for the July 2001 COA election.

Background Information

Ten years ago, the Commission decided to transform its credential program evaluation process into a professional accreditation system. Lawmakers adopted this plan and enacted Senate Bill 148 (Bergeson), which authorized the Commission to design a professional accreditation system with the advice of an Accreditation Advisory Council that was appointed by the Commission. After working closely with this Council over an extended period of time, the Commission, in 1993, adopted an *Accreditation Framework*, which set forth the Commission's policies that govern the professional accreditation system today.

The accreditation policies in the *Accreditation Framework* are based on four underlying principles regarding the accreditation of professional preparation programs.

- (1) The professional preparation of educators should be informed and guided by a professional knowledge base.
- (2) The professional stature of educators and educator preparers, who draw on knowledge and expertise in the practice of their profession, should be affirmed.
- (3) The accountability relationships between professional educators and those who prepare them should be strengthened.
- (4) Accreditation is most likely to contribute to substantial improvements in credential program effectiveness if accreditation decisions are based on evidence that is credible to professionals who work in the affected schools.

The Commission decided to implement these underlying principles by establishing a new organizational structure so accreditation decisions would be made (and would be perceived to be made) solely on the basis of the professional expertise of the decision-makers. In 1993, the Commission pursued these principles legislatively by sponsoring SB 655 (Bergeson), which amended the Education Code to establish the Committee on Accreditation as a statutory body that makes accreditation decisions. To ensure that accreditation decisions would be made solely on the basis of professional expertise, SB 655 required that (a) all members of the Committee be appointed by the Commission, and (b) all members serve on the basis of their professional judgment, and not as representatives of the organizations or institutions to which they belong.

In establishing the Committee on Accreditation, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Under SB 655 and the *Accreditation Framework*, the Commission retained the exclusive authority and responsibility to adopt standards for educator preparation, and to make all other policy decisions that govern the system of professional accreditation in education. As a significant step toward making education "more professional," the Commission decided to delegate to professional educators the important responsibility of implementing the Commission's policies, and of enforcing the Commission's preparation standards. These functions are now the responsibilities of the Committee on Accreditation. Since the Committee's inception in 1995, the Commissioners have been enthusiastic about initiating this innovation, which "breaks new ground" in relation to what 49 other states are doing to improve the performance of professional educators, and to elevate their stature.

Committee on Accreditation: Provisions of State Law

As a result of SB 655, the Education Code governs the functions and responsibilities of the Committee on Accreditation. These provisions of current law are summarized below because the Committee members should be selected with these functions and responsibilities in mind. According to Section 44373 (c) of the Education Code, the Committee on Accreditation has the legal authority and responsibility to:

- (1) Make decisions about the professional accreditation of educator preparation in California colleges and universities.
- (2) Make decisions about the initial accreditation of new programs of professional

preparation in California institutions.

- (3) Determine the comparability of standards submitted by applicants with those adopted by the Commission.
- (4) Adopt procedural guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
- (5) Present annual accreditation reports to the Commission and respond to accreditation issues and concerns that are referred to the Committee by the Commission.

Pertaining to the membership of the Committee, Section 44373 (a) requires that Committee members shall be "selected for their distinguished records of accomplishment in education." This law also requires that "six members (of the Committee) shall be from postsecondary education institutions, and six shall be certificated professionals in public schools, school districts, or county offices of education in California." Another requirement of Section 44373 is that "membership shall be, to the maximum extent possible, balanced in terms of ethnicity, gender, and geographic regions." The law further requires that "the Committee shall include members from elementary and secondary schools, and members from public and private institutions of postsecondary education." In making these appointments, however, the Commission should not appoint members to represent particular organizations or agencies, because the law requires that "no member shall serve on the Committee as a representative of any organization or institution."

In very general terms, the Education Code also governs *how* the Committee on Accreditation members are to be selected. Section 44372 (d) requires that *the Commission* shall "appoint and re-appoint the members of the Committee on Accreditation." Section 44373 (b) requires that "appointment of . . . Committee members shall be from nominees submitted by a distinguished panel named by a consensus of the Commission and the Committee on Accreditation." As for the nominating panel, Section 44373 (b) requires that "for each Committee position to be filled by the Commission, the panel shall submit two highly qualified nominees."

Selection of the Committee on Accreditation: Provisions of the Accreditation Framework

The *Accreditation Framework* serves to clarify and make specific the provisions of state laws that govern the accreditation of educator preparation in California. The following paragraphs summarize the provisions of this policy document that govern the selection and appointment of Committee on Accreditation (COA) members. Where appropriate, comments will be included to describe how that paragraph applied to the 2000 selection process.

Section 2 of the *Accreditation Framework* includes a paragraph about membership composition, a paragraph about membership criteria, and six paragraphs about the appointment of COA members. These provisions are summarized below.

- (1) To begin, the Commission and the Committee on Accreditation jointly appoint a Nominating Panel that has a significant role in the selection process. In 2000 the Nominating Panel consisted of the following individuals:

Mr. Mike Stuart, Superintendent
Shasta Union High School District

Mr. Hugo Lara, Superintendent
Guadalupe Union School District

Ms. Elaine Johnson
California Federation of Teachers

Dr. Robert Calfee, Dean
Graduate School of Education
University of California, Riverside

Dr. Jody Servatius, Director
CalState Teach Program

Dr. Arthurlene Towner, Dean
School of Education and Allied Studies

- (2) To solicit nominations for the Committee on Accreditation, the Nominating Panel requests nominations from professional education institutions, organizations, agencies, and individuals. Each nomination must be submitted with the consent of the individual, and with the nominee's professional resume. Self-nominations are not accepted. Invitations to nominate potential members of the Committee on Accreditation were mailed to an extensive list of individuals and organizations (See [Appendix A](#) for the list). The letters of invitation to nominate were sent in November, 1999. Twenty-seven nominations were received before the deadline for nominations, which was January 31, 2000. Each nominated candidate was requested to submit a vita or resume of her/his professional qualifications, and a letter of recommendation.
- (3) The Nominating Panel screens the professional qualifications of each nominee, and recommends at least two highly qualified nominees for each vacant seat on the COA. These recommended nominees are "finalists" in the selection process. The Nominating Panel drew the finalists equally from colleges and universities (half of the finalists) and elementary and secondary schools (half of the finalists). In 2000, there were three vacancies for college and university members of the COA and three vacancies for elementary and secondary members of the COA. In addition, since there was only one remaining alternate member available on the postsecondary side of the COA and two remaining members of the K-12 side of the COA, the number of finalists was increased by one for each group for a total of seven candidates on each side. This arrangement was intended give the Commission an adequate pool of candidates and alternates.
- (4) The Commission appoints the members and alternate members of the COA by selecting from the nominees submitted by the Nominating Panel. Selection of Committee members is based on the breadth of their experience, their diversity of perspective and their distinguished records of accomplishment in education. The specific criteria for membership on the COA are:
 - evidence of achievement in the education profession;
 - recognized professional or scholarly contributions in the field of education;
 - recognition of excellence by peers;
 - experience with and sensitivity to issues of human diversity;
 - distinguished teaching in public schools and postsecondary institutions;
 - leadership experiences in education reform and restructuring efforts;
 - knowledge of issues related to the preparation and licensing of education professionals;
 - knowledge of accreditation issues and processes in education; and
 - knowledge of multiple disciplines in education, and possession of appropriate professional credentials.
- (5) According to the *Accreditation Framework*, the Committee must include members from elementary and secondary schools. The elementary and secondary school members include at least one certificated administrator, at least one certificated teacher, and at least one certificated role specialist. The Committee must include members from public and private postsecondary institutions. The postsecondary members include at least one administrator and at least one faculty member, each of whom must be involved in professional teacher education programs. To the maximum extent possible, membership on the Committee is to be balanced in terms of ethnicity, gender, and geographic regions of the state. [Appendix B](#) contains a description of the required balancing factors.
- (6) The Commission appoints members of the COA to three-year terms. A member may be re-nominated and re-appointed to a second term of three years. A member may serve a maximum of two terms on the Committee. In 2000, one postsecondary finalist sought a second term.
- (7) All members of the COA serve as members-at-large, and no member serves as a representative of any organization, institution, or constituency.
- (8) When a seat on the COA becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members.

To summarize, the Commission appoints all members and alternate members of the

Committee on Accreditation for specific terms pursuant to Education Code 44372 (d) and Section 2 of the *Accreditation Framework*. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.

Commission's Process for Selection of Committee on Accreditation Members as Modified in July, 1998

In July of 1997, the Commission adopted procedures for selection of the members of the Committee on Accreditation. Meeting in General Session the Commission was to conduct face-to-face interviews with the finalists. The structured interviews would have taken place on a day separate from a regularly scheduled meeting of the Commission. During its next regularly scheduled meeting, the Commission would have voted to select the COA members and alternates.

In 1998, for reasons of cost savings and Commissioner preference, the interviews took place during an expanded meeting of the Executive Committee of the Whole. Because the Committee was meeting as Executive Committee of the Whole, action on the appointments was taken at the same meeting. The key procedures used in the selection process are described in this section.

- (1) The Commission decided that the finalists for appointment to the COA should be interviewed by members of the Commission for the purpose of obtaining reliable, first-hand information about the finalists and their qualifications to serve on the COA.
- (2) The members of the Executive Committee of the Commission conducted the interviews with the finalists. The Commission met as a Committee of the Whole to enable all members of the Commission to participate in the interview process, as they were available to do so.
- (3) During the interviews, the Commissioners asked the same four questions of all finalists. No finalist had access to the questions prior to the interviews. There were no variations in the presentation of four questions to the finalists. The four questions related directly to the work of the Committee on Accreditation.
- (4) Commissioners listened to each finalist's answers, took notes to record what each finalist said, and evaluated each finalist's response to the questions. Commissioners' evaluations were based on specific criteria that are directly related to the accreditation policies and selection criteria in the *Accreditation Framework*.
- (5) After all finalists were interviewed, the Chair of the Executive Committee provided a ten minute review period, at the pleasure of the Committee, to review the professional accomplishments of the finalists, study the balancing factors or re-read notes taken during interviews.
- (6) The Chair then asked the Secretary to call the roll of the Executive Committee of the Whole. Each member voted for *two candidates* from the group of *K-12 finalists*. The staff tallied the votes and indicated which K-12 candidates earned the votes of a majority of the Executive Committee members, up to a maximum of two members. Staff advised the Executive Committee of the status of the balancing factors before the final selection was made. The roll call was repeated until three recommended K-12 finalists were appointed to the COA.
- (7) The Chair followed a similar procedure for the Committee to select and recommend three *postsecondary education finalists* for appointment to the COA.
- (8) After the three K-12 finalists and the three postsecondary finalists were placed on the "slate" for appointment to the COA, the Executive Committee then selected from the remaining *elementary and secondary finalists* and from the remaining *postsecondary finalists* as *alternate members* of the COA according to the number of positions available. The Chair asked the Secretary to call the roll, and each Executive Committee member voted for the number of elementary and secondary alternates needed and the number of post-secondary alternates needed. If none of the finalists received a majority vote, additional roll calls occurred until the alternate members were recommended.
- (9) The Chair then entertained a motion for the Executive Committee to affirm the "slate" of selected individuals and to recommend this list of prospective members and

alternates during the Executive Committee's report to the Commission the next day.

Committee on Accreditation Selection Procedures for July 2000

The Chair of the Commission determined that the same procedures used for the July, 1998 selection process would be used in 2000, except that the Commission met in General Session rather than Executive Committee of the Whole. Interviews were scheduled with all fourteen finalists. General Session was convened on Wednesday, July 12, to conduct interviews for the Committee on Accreditation. Interviews began at 8:30 a.m., after a brief orientation, and continued throughout the day. Each interview lasted approximately 20 minutes. With short breaks between interviews, conducting fourteen interviews consumed the entire day. At the end of the interview schedule, the Commission conducted a vote to select the COA members and alternates. The remainder of the Commission's July meeting was conducted on Thursday, July 13, 2000.

Following the selection of the new COA members, Commissioners spent some time reflecting on the process and identified several areas where the process could be improved. For example, Commissioners suggested that the staff consider scheduling interviews over two days and clustering K-12 and postsecondary candidates, and raised questions about the use of telephone interviews, the voting procedure, and the application of balancing factors. This was the third time the Commission has conducted elections for the Committee on Accreditation. Each time the Commission has modified the procedure somewhat. The *Accreditation Framework*, which establishes the parameters for the nomination and selection process, is currently being evaluated by an external contractor. It is timely for the Commission to review and consider modifications to its procedures in this area. Toward that end, staff recommends that the Chair of the Commission appoint an ad hoc committee of Commissioners to work with staff to modify and refine its procedures in preparation for the next COA election, scheduled for July 2001.

Appendix A

Invitation to Nominate Potential Members of the COA

With the guidance and direction of the Nominating Panel, the invitation to nominate potential members of the Committee on Accreditation was mailed to many individuals and organizations. The chief executive officers of the following organizations were encouraged to participate in the Committee selection process by nominating distinguished teachers, administrators, professors, and deans of education.

- California State University
- University of California
- Association of Independent California Colleges and Universities
- California Department of Education
- California Teachers Association
- California Federation of Teachers
- United Teachers of Los Angeles
- United Educators of San Francisco
- Association of California School Administrators
- **California School Boards Association**
- California Council for the Education of Teachers
- California Association of Colleges for Teacher Education
- State of California Association of Teacher Educators
- All Education Departments and Colleges with Credential Preparation Programs
- All Preparation Programs for the Multiple Subject Teaching Credential
- All Preparation Programs for the Single Subject Teaching Credential
- All Preparation Programs for the Special Education Teaching Credentials
- All Preparation Programs for the Administrative Services Credentials
- All Preparation Programs for the Other Specialist and Services Credentials
- Curriculum and Instruction Steering Committee of County Superintendents
- Personnel Administrators of County Offices of Education
- California Association for Bilingual Education
- California Association of Teachers of English to Speakers of Other Languages
- Language Diversity Research Projects, University of California
- California Association for Supervision and Curriculum Development
- California Association of Teachers of English

- California Council for the Social Studies
- California Science Teachers Association
- California Council of Teachers of Mathematics
- California Art Education Association
- California Music Education Association
- California Council of Music Teacher Educators
- California Foreign Language Teachers Association
- California Association for Physical Education, Recreation and Dance
- Directors, Beginning Teacher Support and Assessment Programs
- Directors, Large School District Staff Development Offices
- Directors, Bilingual Teacher Training Programs
- Directors of District and County Bilingual Education Programs
- California Subject Matter Projects in Seven Curriculum Subjects
- California League of Middle Schools
- Network of Elementary Schools Implementing *It's Elementary*
- Network of Middle Schools Implementing *Caught in the Middle*
- Network of High Schools Implementing *Second to None*
- All Elementary and Secondary Schools with School Restructuring Grants
- Directors, Administrative Training Centers, School Leadership Association
- Directors, Special Education Local Planning Areas

Appendix B

Professional Qualification Factors and Balancing Factors for Appointment of the Committee on Accreditation

This section of the report provides information about qualification factors that are most relevant to the responsibilities of the Committee on Accreditation (COA). Also presented are four sets of factors to be considered for the purpose of balancing the membership of the Committee along several key dimensions.

Professional Qualification Factors to be Used in the Selection Process

According to state law, the over-arching factor in the selection of COA members is to be the finalists' "distinguished records of accomplishment in education." To elaborate on this requirement of law, the *Accreditation Framework* identifies several specific criteria for judging the professional qualifications of each finalist:

- evidence of achievement in the education profession;
- recognized professional or scholarly contributions in the field of education;
- recognition of excellence by peers;
- experience with and sensitivity to issues of human diversity;
- distinguished teaching in public schools and postsecondary institutions;
- leadership experiences in education reform and restructuring efforts;
- knowledge of issues related to the preparation and licensing of education professionals;
- knowledge of accreditation issues and processes in education; and
- knowledge of multiple disciplines in education, and possession of appropriate professional credentials.

When the Commissioners select and appoint the members of the COA (and alternates), these professional qualification factors serve as the primary basis for selection decisions.

Balancing Factors: Level One (Education Code and Accreditation Framework)

The law and the *Accreditation Framework* require that six members of the Committee on Accreditation *must* be "certificated professionals in public schools, school districts, and county offices of education," and that six members *must* be "from postsecondary education institutions." The Commission must, therefore, appoint a COA that is balanced in relation to this factor. Because the law specifies the numbers of members to be appointed according to this factor, it is referred to as Balancing Factors: Level One. (Subsequent balancing factors are governed by less specific laws, so they are referred to below as Balancing Factors: Levels Two and Three and Four.)

During the 1998 and 2000 elections, information about the finalists' professional qualifications was included in the Commission's agenda materials. In this information, the finalists were

grouped according to Balancing Factors: Level One. Seven finalists were "from postsecondary education institutions," and seven finalists were "certificated professionals in public schools, school districts, and county offices of education." Each finalist's current employment status was the only criterion for placing that finalist in one of the two groups.

The selection process must take place so the appointees are evenly balanced on these factors. The Commission is required to appoint three finalists in each group to the Committee on Accreditation. One finalist in the school-based group and two postsecondary-based finalists should be designated as alternate members of the Committee.

Balancing Factors: Level Two (Education Code and Accreditation Framework)

These balancing factors are referred to as Balancing Factors: Level Two because they are specified in law, but the *Accreditation Framework* did not stipulate how many appointments are to be associated with them. They are as follows:

- the six members of the Committee from public schools, districts, and county offices must include *members from elementary schools and secondary schools*;
- the six members of the Committee from postsecondary institutions must include *members from public and private institutions*;

To select and appoint COA members according to the law, it may be valuable for Commissioners to consider the following categories and definitions associated with the Balancing Factors: Level Two.

Elementary and Secondary Schools. This balancing factor applies only to the selection and appointment of COA members and alternates who are employed in public schools, school districts, and county offices of education. In making appointments within this category of finalists, the Commissioners will consider the factor of employment at the elementary and secondary levels of public education. In the case of a finalist who holds a district-level or county-level position, members of the Commission are urged to consider the level of schooling in which *most of the finalist's prior professional experience occurred*. When the COA selections and appointments are made, the Commissioners will have information about the school level that predominates in each finalist's professional background.

Legally, the Commission must appoint at least *one COA member who is employed in (or whose professional background was predominantly in) elementary schools*, and at least *one member who is employed in (or whose professional background was predominantly in) secondary schools*. Beyond complying with the law, and in achieving a balanced COA, each Commissioner will decide how much weight to give to this factor. The Commissioners' decisions may be constrained to some extent by the distribution of the school-based finalists in relation to this factor.

Public and Private Postsecondary Institutions. This balancing factor applies only to the selection and appointment of COA members and alternates who are employed in colleges and universities. In making appointments within this category of finalists, the Commissioners will consider the factor of employment in public or private post-secondary education. The Commissioners will have information to indicate whether each finalist in the postsecondary category is employed at a public or private institution.

Legally, the Commission must appoint at least *one COA member who is employed at a public institution of postsecondary education*, and at least *one member who is employed at a private institution of postsecondary education*. Beyond complying with the law, and in achieving a balanced COA, each Commissioner will decide how much weight to give to this factor. The Commissioners' decisions may be constrained to some extent by the distribution of the college-based finalists in relation to this factor.

Balancing Factors: Level Three (Education Code and Accreditation Framework)

The law stipulates that, to the maximum extent possible, membership of the Committee is to be balanced in terms of *ethnicity, gender, and geographic regions of the state*.

Ethnicity. When the Commissioners select and appoint the members of (and alternates to) the Committee on Accreditation, the factor of ethnic balance will be considered. The Commissioners' decisions may be constrained to some extent by the ethnic composition of the finalist group.

Gender and Geographic Regions. In selecting and appointing the COA members and alternates, the Commissioners will also consider gender and geographic region factors. Each Commissioner will decide how much weight to give to these factors. The Commissioners' decisions may be constrained to some extent by the distribution of the finalist group in relation to these factors.

Balancing Factor: Level Four (*Accreditation Framework only*)

In addition to Balancing Factors at Level One, Two and Three, the Commission decided to consider balancing the COA appointments among members whose professional responsibilities are predominantly instructional and members whose professional responsibilities are predominantly non-instructional. These balancing factors are referred to as Level Four because they are not specified in law. They are as follows:

- the six members from elementary and secondary schools must include at least *one administrator, one teacher, and one role specialist*; and
- the six members from postsecondary institutions must include at least *one faculty member and one administrator*, who must be active in teacher education programs.

At all levels of education -- elementary, secondary, and postsecondary -- major responsibility for student learning resides with those who provide instruction directly to students. Educators who provide instruction directly to students are most numerous in the schools and the postsecondary institutions. At the K-12 level, teachers earn the largest numbers of credentials. In colleges and universities, teaching faculty are the largest numbers of educator preparers. Similarly, the largest numbers of candidates for credentials intend to provide instructional services. Unless this factor is considered, however, the membership of the Committee on Accreditation could inadvertently consist predominantly of professionals who do not have instructional responsibilities.

In K-12 education as well as postsecondary education, professionals who lead and administer have more occasions in their work to confront policy issues such as those contained in the *Accreditation Framework*, than teachers and teaching faculty. Compared with professionals who lead and manage schools and institutions, instructional practitioners have fewer occasions to make decisions like those to be made by the Committee on Accreditation. As an unintended result of these circumstances, COA finalists whose responsibilities are primarily non-instructional may appear to be better qualified, as a group, than finalists whose work is predominantly instructional. The Balancing Factors: Level Four are suggested solely as an antidote to this unintended aspect of the selection process.

When the Commission selects and appoints COA members and alternates, the Commissioners are provided with information to show which finalists have responsibilities that are predominantly instructional and non-instructional. *The only legal requirement, however, is that Commissioners appoint at least one K-12 teacher and at least one teaching faculty member to the Committee.* In making appointments to the Committee, each Commissioner should decide how much weight to give to these factors. The school-based and college-based categories of finalists may constrain the Commissioners' decisions in relation to the factors because of the distribution of instructional and non-instructional professionals in the finalist group.



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California Commission on Teacher Credentialing

Meeting of: November 1-2, 2000

Agenda Item Number: PREP-3

Committee: Preparation Standards

Title: A Report on Teaching Internship Grant Programs and Request for Approval to Issue Requests for Proposals for the Internship and Pre-internship Programs and for the California Mathematics Initiative for 2000-2001

✓ Action

Prepared by: Michael McKibbin, Interim Administrator
Teacher Development

A Report on Teaching Internship Grant Programs And Request for Approval to Issue Requests for Proposals for the Internship and Pre-internship Programs and for the California Mathematics Initiative for 2000-2001

Professional Services Division
October 17, 2000

Executive Summary

Education Code Sections 44384, 44305 and 44402 and Commission policy authorizes the Executive Director to award funds to Alternative Certification and Teacher Development Programs. This agenda item authorizes the issuance of Requests for Proposals for the Internship and Pre-internship programs and the California Mathematics Initiative.

This agenda item also summarizes the results of distribution of teaching internship grant funds for 1999-2000. More than 4,800 interns served in California classrooms in the past year. These interns contribute to the ability of school districts to meet their needs for teachers in hard to staff classrooms as well as to diversify California's teacher workforce.

Policy Issues to be Resolved

Shall the Commission authorize the Executive Director to issue Requests for Proposals for the Internship/Pre-internship programs and the California Mathematics Initiative?

Fiscal Impact Summary

The current workplan and base budget for the Professional Services Division includes the

funds to administer teaching internship and pre-internship grants and the California Mathematics Initiative.

Staff Recommendation

Staff recommends that the Commission authorize the Executive Director to release Requests for Proposals for the Internship/Pre-internship Programs and the California Mathematics Initiative.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools

Goal Six: To work with schools of education and school districts to assure teacher quality

Background

In 1993 and 1998 legislation was passed to authorize the issuance of grants to programs who wish to prepare teachers through internships and pre-internships and assist teachers to improve their ability to teach mathematics. These statutes require the Executive Director of the California Commission on Teacher Credentialing to award grant funds to programs that recruit, prepare and support teachers in California public schools (K-12).

In the past seven years the internship program has grown from its original allocation of \$2 million to nearly \$32 million. The program has been modified to address various changes in state policy such as the Class Size Reduction Initiative which allowed districts to use internships to help meet their increased needs for teachers. This year Senate Bill 1666 further amended the grant funding program to increase the size of the allocation for each intern served from \$1,500 to \$2,500. SB 1666 also allows the Commission to combine the funds allocated for interns with the funds allocated for Pre-intern programs. The combined allocation for Intern and Pre-intern programs is \$43.6 million for 2000-2001.

Pre-internship programs assist teachers who meet the requirements to be a teacher and provide them with the initial pedagogy necessary to begin teaching. These programs also provide a support network to assist these novice teachers, and the programs provide extensive, focused subject matter preparation for the participants. Pre-internships help districts meet their needs for teachers in shortage areas, and provide a credential track for non-traditional teachers.

AB 496, the California Mathematics Initiative for Teachers, encourages teachers to improve their ability to offer mathematics instruction and assist them obtain mathematics certification. This program provides funding to local education agencies to provide forgivable loans to individuals pursuing authorizations to teach mathematics, and to current mathematics teachers who require additional mathematics coursework to meet current subject matter standards. AB 496 appropriated \$1.58 million to fund the grant and loan forgiveness program in the 2000-2001 fiscal year. The distribution of the proposed RFP is necessary to identify new qualified local program sponsors and distribute the funds available through the Commission for this purpose. While in previous years responses to requests for proposals were insufficient to allow the Commission to distribute all funds available, staff will be distributing the AB 496 RFP earlier and will allow a longer period for local education agencies to respond, with the intent of easing the proposal submission process.

Funding is made available to interested school districts and county offices of education and their university partners through Requests for Proposals (RFPs). Last year the Commission offered school districts and county offices of education the opportunity to submit a single application for both intern and pre-intern grant funds. The programs also had the option to submit individual requests. The Commission has previously recommended the distribution of an RFP for issuance of funds pursuant AB 496 the California Mathematics Initiative.

Proposed Approval of Request for Proposals

Requests for Proposals are issued each year to encourage new districts and universities to become involved in teacher development programs. All responses to the RFP are evaluated by a panel of reviewers. The panelists follow quality criteria that are based on the requirements of statute and listed in the RFP. Programs that have successfully responded to a previous RFP and who have provided necessary documents to the Commission staff are

not required to respond to the entire RFP. They may renew their grant by providing an abbreviated response to the criteria. For example, when the Class Size Reduction Initiative was implemented, continuing programs needed to provide additional information on the improvement of their reading program since that was a new requirement in statute.

Staff recommends that the Commission authorize the Executive Director to Release Requests for Proposals for the Internship/Pre-internship Programs and the California Mathematics Initiative.

The remainder of this agenda report provides information on the Internship Program including demographic data, retention rates, and the lessons that have been learned and the challenges that programs continue to face.

Report on Teaching Internship Programs

More than 12,000 teachers have been prepared through teaching internship projects since 1993. State funded intern programs have also pledged to prepare nearly 8,000 teachers in the current academic year. Of seventy-five projects that currently receive funding, five programs prepare only single subject teachers, and eighteen other programs prepare single subject teachers as part of their program. Eleven of the projects prepare only special education teachers, and four other projects prepare special education teachers as one part of their program. Forty-two projects prepare elementary teachers. The program serves the following purposes:

- to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and those who bring valuable attributes into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in hard-to-staff schools, content and credential shortage fields, and those who could not enter a traditional program because of economic, family or other reasons.
- to enable K-12 schools to respond immediately to pressing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, and that links education theory with classroom practice throughout each intern's preparation.
- to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine what they learn about teaching in the course of their initial preparation.

Growth of Intern Programs

Table 1 shows the growth rate of the teaching internship program in its seven years of existence. In 1999-2000 the number of interns grew by ten percent. If projects are able to meet their pledges, the program will grow more than sixty percent in 2000-2001. The number of districts who are participating in internships grew by eleven percent in 1999-2000.

**Table 1
Growth of the Intern Program-1994 to 2000**

Fiscal Year	Number of Funded Programs	Number of Interns Served	Number of Districts Involved	Dollars Available (Millions)	Annual Growth (%)
1994-95	29	1238	150	\$2	
1995-96	23	1471	178	\$2	16%
1996-97	23	1888	186	\$2 Plus Carryover	22%
1997-98	52	3706	271	\$4.5 Plus Carryover	51%
1998-99	58	4340	330	\$6.5 Plus Carryover	14%
1999-00	65	4827	408	\$11 Plus Carryover	11%

2000-01	75	7986 (Projected)	465 (Projected)	\$31 plus carryover	60 % (Projected)
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Table 2 shows the distribution of internship programs by the type of program in 1999-2000. Of the sixty-five programs that received grants in 1999-2000 all but four programs submitted requests for continuance of their grants. There were fourteen new teaching internships programs that received funding for 2000-2001.

Table 2
Number of Interns That Grant Programs Have Pledged to Prepare-2000-2001

Type of Program	California State University	University of California	Private and Independent College or University	District Intern	Total
Total	4737	206	722	2321	7986
Percent of Total	59.3%	2.6%	9.0%	29.1%	

There are 465 school districts and county offices of education who are participating in internship Programs. These districts are in 43 of California's 58 counties. Thirty-eight universities are partners with these districts. Five new universities have joined the teaching internship program this year. All are private and independent colleges or universities. All but three of the California State Universities are participating in teaching internship programs, and forty percent of the University of California campuses participate. Approximately one third of the private and independent colleges offer internship programs. Eight school districts or consortium offer district internships.

Data from 1999-2000 Teaching Internship Grant Program

Each year Teaching Internship Grant projects are required to submit annual reports describing the activities and progress for that year. The report is received in three parts. The first part provides numeric information on the number of interns prepared and demographic data about those interns. The second portion of the annual report provides a narrative description of each project's activities. The final portion of the annual report is the budget report.

When the sixty-five teaching internship programs responded to the 1999 Request for Proposals, they pledged to prepare more than 7,800 interns. Fifty-three projects were not able to prepare the number of interns that they thought they would, and were required to carry over funds. Overall the projects prepared 62% of the interns that they pledged to prepare.

Table 3 through 6 present demographic data about the interns in programs in 1999-2000. For comparative purposes staff has included information from previous years.

Table 3 provides information about the jobs (recruitment sources) that interns held prior to becoming an intern. More than sixty percent of the interns were employed in other occupations before they became interns. The operational definition for the purpose of this survey is that a person had to hold a full-time position for a year or longer before seeking a position as a public school teacher. Part-time jobs and jobs held while in college are not counted. The data include the more than half of the emergency permit holders who had held a previous job before they became a teacher on an emergency permit. The number that entered teaching after positions in the military is approximately the same as the prior year, and the number from aerospace was significantly lower than last year. These numbers are less than staff had hoped, and are due at least in part to efforts by both of these recruitment sources to keep their membership rather than efforts in earlier years to help those who wanted to transition into teaching. Paraprofessionals continue to be an important source of teachers, and internship programs are an important step in their career ladder.

Table 4 presents the ethnic distribution population of the intern. Forty-five percent of interns are from ethnic and racial groups that are underrepresented in the teaching workforce. This is virtually the same as the prior year. This figure is more than twice the number of

underrepresented teacher candidates in traditional (student teaching based) teacher preparation programs.

Sixty-nine percent of those participating in intern programs are female. This is consistent with earlier years. One of the goals of the program is to increase the number of male teachers in elementary schools. This year twenty-six percent of the elementary interns are male. This is similar to last year. This figure is approximately three times the number of males in elementary classrooms statewide.

Table 3
Recruitment Source of Teaching Interns
1996-2000

	1996-97	1997-98	1998-99	1999-00
Military	2.6%	1.3%	.9%	.8%
Aerospace	6.6%	.9%	1.1%	.3%
Other Business & Industries	14.7%	12.9%	9.3%	11.3%
Social Services	1.6%	4%	3.7%	2.7%
College/University	11.8%	23.9%	21.9%	25.1%
Paraprofessionals	11.7%	8.7%	11.3%	8.9%
Emergency Permit Holders	32.2%	38.2%	39.3%	27.2%
Pre-Interns	N/A	N/A	N/A	5.5%
Other Teaching	6.9%	5.8%	5%	6.7%
Other	4.7%	1.9%	3.8%	5.6%
Unknown	7.2%	2.2%	3.7%	5.5%

Table 4
Ethnic Distribution of Interns
1997-2000

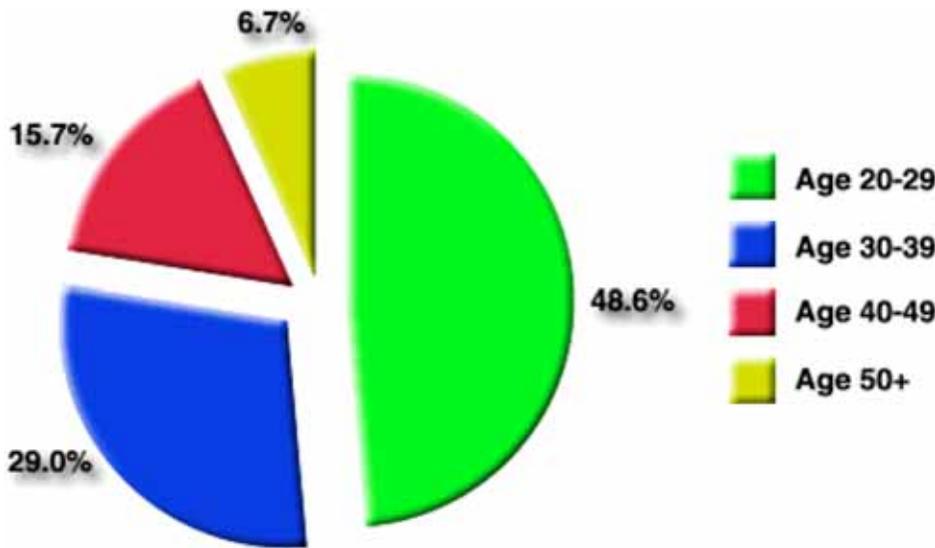
	1997-98	1998-99	1999-00
African American	7.4%	6.9%	6%
American Indian	.6%	.7%	.5%
Asian (Chinese, Japanese, Korean, Southeast Asian)	6.5%	7.6%	7%
Filipino/Pacific Islander	1.8%	2%	2.3%
Hispanic	26.7%	23.7%	25.2%
White/Non-Hispanic	54.6%	55.9%	51.9%
Multiple	.7%	.9%	.7%
Other	.4%	.7%	.8%
Unknown	1.4%	1.6%	5.4%

Table 5 and Figure 1 show that the majority of the interns were over 30. The average intern is somewhat younger this year than in previous years. The number of teachers who are over thirty has remained approximately the same; however, the number of teachers younger than thirty has increased.

Table 5
Age of Interns
1999-2000

Age 20-29	Age 30-39	Age 40-49	Age 50 +
1996	1189	645	276

Figure 1

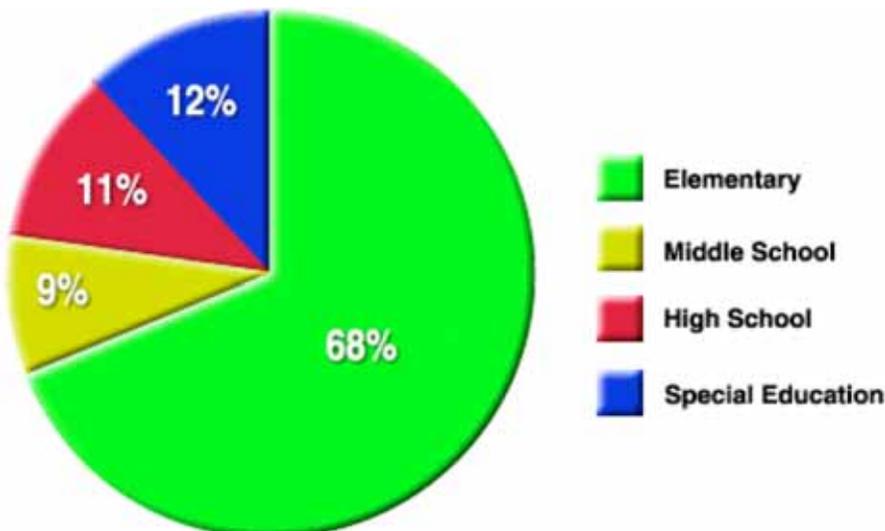


The grades, subjects, and credential areas of interns remains approximately the same as last year (See [Table 6](#) and [Figure 2](#)). The number of interns who taught in class size reduced classrooms was more than half of the total of multiple subject teachers, which was slightly more than last year. The largest number of single subject interns were English teachers, which were one-third of the total. Science, math and "other" single subject areas were each with about one-fifth of the remaining single subject interns. Seventy percent of the education specialist interns taught students with mild to moderate disabilities. Fifteen percent of the teachers taught students with moderate to severe disabilities and another thirteen served as resource specialists. The remainder taught in other special education classes such as with students who are deaf or hard of hearing.

Table 6
Grade Levels, Subjects and Credentials of Teaching Interns-1999-2000

Elementary	Middle School	High School	Special Education
3297	409	525	565

Figure 2



Program directors provide data on current interns and past interns in each annual census. [Table 7](#) presents the data from each cohort for the last five years. As a condition of funding, programs are required to keep track of the interns who enter, complete or leave their programs. The retention rate for all interns after three years of teaching was over ninety percent. After five years of teaching over three-quarters of the teachers who had begun as interns were still teaching and nearly all of those were teaching in the school district where they began.

The retention rate of district interns was slightly lower than the retention rate for the total intern population. After three years, 89% of district interns were still teaching and 72% after five years. Nearly all interns (71 percent) remained with the district in which they began the program.

In the 1999-2000 census internship directors were asked the circumstances for those who left teaching. Of the 114 interns who left, 38 were not reelected for the next year; 24 left for personal reasons, 14 moved to another profession; and 38 left for other or unknown reasons.

Table 7
Retention Rate for the Previous Five Cohorts of Interns

Year of Cohort	Number Interns Served	Number Still Teaching	% Still Teaching	Number Retained in District	% Retained in District	Number Teaching Elsewhere	% Teaching Elsewhere	Number Left Teaching	% Left Teaching
1999-2000	4827	4713	97.6%	4712	99.9%	1	0.10%	114	2.4%
1998-1999	2419	2257	93.3%	2127	87.9%	130	5.80%	162	6.7%
1997-1998	1522	1379	90.6%	1175	77.2%	204	14.80%	143	9.4%
1996-1997	993	847	85.3%	770	77.5%	77	9.10%	146	14.7%
1995-1996	694	533	76.8%	491	70.7%	42	7.90%	161	24.2%
Total	10455	9729		9275		454		726	

Profile of Teaching Intern Programs and Interns

Last year the commission staff presented a profile of the types and nature of intern programs and those who complete teacher preparation in these programs. That profile is summarized below. University intern programs are allowed by statute to be one or two academic years long. District Intern programs are required to be at least two academic years and include a 120 clock hour pre-service program. Of the fifty-four intern programs reporting, there was only one program that was the minimum ten months in duration. Fifty-five percent of the programs were twenty-one months long or longer, and an additional sixteen percent were eighteen months long.

The frequency and length of the instructional program offered varies considerably from program to program. Nearly half of the projects offer instruction one afternoon a week in either a three or a four-hour block. Slightly over one-fourth of the programs meet two afternoons a week, and the remaining programs offer a variety of formats including some afternoons, some Saturday activities and occasional seminars. The average number of semester units in a university intern program is thirty-three, and the average number of clock hours in a district intern program is more than 500 clock hours (the equivalent of more than 33 semester hours).

All intern programs must provide a "pre-service" preparation component before an intern takes over responsibility of the intern's classroom. District Intern programs vary from 120 to 160 clock hours in areas specified by statute. University intern programs vary from four quarter units to 15 semester units of instruction before taking over responsibility for a classroom as an intern teacher.

All of the district intern programs and many of the university intern programs use an instructional structure that is more compact and more specific than the traditional three semester or quarter units for a course. This allows the segments of instruction to be offered in a more timely manner since these teachers are fully responsible for a group or groups of students. Some content areas such as reading and classroom management can be revisited several times throughout the programs.

Directors of programs that included elementary teachers were required to report their passing rate on the RICA exam. Of those programs that had interns that had taken the exam, 45 percent had a passing rate of 95 percent or higher; sixty-eight percent were 90 percent or higher. Two programs were below seventy percent. Both of the programs that fell below seventy percent were reviewed this year. In both cases they have brought their pass rate to over ninety percent.

Lessons Learned and Challenges to Face

As part of the annual report, project directors are asked to reflect on the lessons that they have learned and the issues that are the most perplexing for them to face. The ideas that they offer, the quantitative data and qualitative data that are gathered, and information gained through site visits completed in the last two years, lead staff to conclude that there are certain components that tend to make a difference in the quality of the internship program.

Recruitment/Selection. Internships are not for everyone. Internships are better suited for those who bring prior work experiences and maturity to the teaching experience. One third of the programs are using instruments, such as the Haberman Teacher Selection Interview, that have the capacity to examine an intern applicant's attitudes toward teaching. Nearly all who use this type of instrument note that the quality of candidates has improved.

Projects have had minimal success in recent years in attracting persons into their programs from aerospace industries and the military. The entry of aerospace personnel into teaching is in inverse proportion to the California economy. Program directors state that even though there is interest, teacher salaries just are not competitive. In recent years the number of personnel in the military has declined. The armed services are trying to retain their members, including giving bonuses to stay. Internships are also not as attractive as was originally thought for transitioning military personnel since most require integrated instruction and practice. Most military personnel cannot be released from other duties as would be required by an internship.

Internship programs have been quite successful in attracting those underrepresented in the teaching workforce. More than 46 percent of all interns are from "minority" ethnic, linguistic and racial groups. Nearly thirty percent of the elementary teachers are male. Other second career persons are well represented in internship programs. Internships have served as the last stage of a career ladder into teaching for paraprofessionals.

Teaching internships seem to select persons who are interested in teaching in California's hardest to staff schools. The interns tend to stay in these classrooms at far greater rates than persons prepared by other methods.

The internship and pre-internship programs are an integral part of California's programs funded to address teacher shortages. The Commission staff is working closely with the Student Aid Commission and other agencies to assure that interns have access to any incentive, loan assumption or grant programs that are available. In addition to CalTeach there is a new recruitment program, the Teacher Recruitment Initiative Program that will provide a total of nine million dollars to fund six regional centers to assist in teacher recruitment efforts. The staff of the Commission has been working closely with this program.

The impact of recruitment and selection efforts are reflected in the following comments by project directors.

"Again this year, no public school interns are serving on an emergency permit. This is perceived as a major program accomplishment because it exemplifies the extensive and collaborative regional recruitment, selection, and advisement partnership efforts that have grown steadily since the establishment of this internship project."

--Northeastern Calif. Partnership for Special Education (CSU, Chico)

"Perhaps not to be overlooked in our success is our retention rate. Of the ninety-two interns chosen to participate in the first two years, eighty-eight are still teaching in the district. Of the (ninety-two) four had to exit for lack of identification clearance, one for medical leave for a reoccurrence of medical difficulties, one to return to a previous occupation, and one wanted to complete teacher preparation in the traditional manner. We feel very proud of this record considering that the first year the program was being created in some instances as we went."

--Sacramento City USD/CSU Sacramento Teacher Intern Program

"These grants have been very successful in supporting paraprofessionals through the community college and CSU Stanislaus, culminating in the CLAD or BCLAD preliminary credentials. The majority of these paraprofessionals are hired as interns by their sponsor school districts. Other efforts within the University include increased program marketing and recruitment sessions."

--CSU Stanislaus/Merced

"This is a community based program whose purpose is to enhance the pool of teachers to fully reflect the rich diversity represented by the students enrolled in Oakland Unified School District and to find teachers committed to improving the quality of instruction in our schools. We believe that potential teachers who live in the Oakland community and are representative of the families in the Oakland community, are desirable as a teacher and will more than likely exhibit a long-term commitment to the children of Oakland."

--Oakland USD/CSU, Hayward

The Support Network. In evaluations that have been done of programs, interns who were interviewed almost unanimously identified the support that they receive from project personnel and their fellow interns as the most powerful and important aspect of the program. Those programs that have several layers of support and yet are mindful not to have too much overlap are seen as the most successful. It is important that support be site based and that it occurs from the beginning of an intern's first day of classroom responsibility. One example of the layers of support is that several projects have implemented a group of "start up coaches" to assist interns when local circumstances cause a delay in assignment of the permanent coach or mentor.

Interns frequently talk about the importance of proceeding through a program as a cohort. The interns discussed how they help each other and how other interns provide both ideas and moral support. The interns that staff has interviewed clearly are invested in the success of the other teachers in their cohort. Project Directors reflected on the importance of cohorts and support and the challenges that they face in providing a support network in the following statements.

"The cohort system of support also creates a safe environment for interns to take risks. Coursework occurs on two afternoons each week. At the beginning of each class, time is set aside for interns to discuss successes and analyze failures with the members of their cohort. In watching this process I have been impressed with the level of reflection and exchange of ideas. Cohort members, with the guidance of their instructor, gently (and sometimes not so gently) nudge each other to problem solve in ways that address the true complexity of teaching."

--San Joaquin COE, Project IMPACT

"One of the greatest challenges continues to be lack of time for training/collaborating with support providers. The participating school districts do not support release time for support providers (even if substitutes are provided). Individual site administrators have objected to the disruption caused by the absence of the classroom teacher. Therefore, it has been difficult to provide full day training to prepare support providers for their roles and responsibilities. Instead, we have set up quarterly meetings after school in which support providers and interns are required to attend. Part of the

meeting is spent with the support provider and intern apart in separate activities and part of the meeting is spent working with the support provider/intern partners together. We are working with participating districts to develop a plan for better preparing Support Providers for their role. One option which has been suggested is to have all Support Providers attend BTSA training offered by the districts."

--Alhambra/CSULA/LAUSD Special Education

"Peer Assistance and Review Funds have been given to SCUSD to more than replace the Mentor Funds, but currently negotiations between SCUSD and the Teachers' bargaining agency, Sacramento City Teachers' Association (SCTA) regarding how (or if) to provide funding to Pre-Intern, Intern and BTSA have not been completed. About forty of our Interns who were previously provided with a Support Provider funded by the Mentor Teacher Program are now supported by Intern Funds. Financially this can only be done with carry-over funds. Without increased funding from the CTC, this support can not be repeated more than just the 2000-2001 year."

--Sacramento City USD/CSU Sacramento Teacher Intern Program

"In addition to these projects, the seminar was also designed to provide an opportunity for Interns to discuss topics directly related to their current experience. Seminar discussions often focused on current concerns for Interns such as SAT 9 testing, report cards, parent conferences, classroom management, and preparation for the end of the school year. In this setting, the Interns worked in grade alike groups to discuss resolutions to their problems and consider other options. Since the cohort was comprised of teachers from three different districts, a variety of ideas were generated. Also, the instructor was able to guide the discussion to help these beginning teachers solve problems and make decisions about their students."

--Whittier College

"The program has strengthened the unique "safety net" of administrative, peer, and university support by shortening the length of time between an intern's employment and support provider's assignment; increasing the administrative oversight of the mentoring process, and conducting annual on-campus orientations for all interns, their support providers, and university supervisors. The electronic network continues to be valuable in linking interns, their support teachers and faculty on a day-to-day basis. Logs showing increased contacts between mentors and trainees and the increased number of mentors trained in the region were benchmarks of progress this year."

--Northeastern Calif. Partnership for Special Education (CSU, Chico)

Finding high quality support providers is a great challenge for projects. In many cases the intern project is competing with both the Pre-intern and the Beginning Teacher Support and Assessment Program for support providers. The increase in the grant award by \$1,000 for each intern is likely to help programs attract support and train personnel to assist interns. The Governor's recent increase in the statutory cap from \$1,500 to \$2,500 (AB1666, Chapter Statutes of 2000) will enable Internship programs to compete more equitably in the "support provider market."

Building Partnerships. Many of the projects have commented on how important it is to build strong partnerships between the participating districts and the participating universities. They also commented that shared decision-making, and developing true partnerships was considerably more difficult than previous interactions among universities and districts.

The most successful partnerships developed their interrelationship on four levels. Decisions about program components were made together and with parity. There were clear lines of responsibility. Some of the programs talked about the "investment" that each party was making in the relationship, and they shared common goals in the preparation of quality teachers. Second, in most of the projects the instructional staff included both university professors and district personnel. In some instances classes were co-taught by a professor and a district educator. The instances of co-teaching more than doubled in 1999-2000. Third, the support system was coordinated, and there were opportunities for sharing

information. Most programs used a seminar format and regularly scheduled feedback sessions to facilitate providing information including modifications suggested by the interns.

"We will use established community organizations to communicate and advertise for qualified individuals who want to do something that counts and that will influence their communities for years to come."

--Kings COE

"The Alternative Certification Program Advisory Board was expanded to include representatives from Contra Costa Community College, University of California at Berkeley, Kensington Research Group, and various community groups, such as the NAACP. With these new members, it is expected that partnerships will be forged to strengthen programs, especially the Pre-Intern Program. Communication within this group may lead to expanded offerings of IHE coursework that Pre-Interns so desperately need to develop subject matter competency. Another project of this group involves the writing of a grant which will link CCC, CSUH and WCCUSD in a program which will train community college students to be literacy tutors. This grant has yet to be written but has the potential for providing another pool of intern recruits by attracting community college students to the career of teaching. Focusing on recruitment as its goal, this group continues to share information and data and has built a strong foundation for work next year."

--West Contra Costa USD

"The professional education of each intern also demonstrated the power and success of collaboration. Collaboration and connections among agencies are necessary to appropriately support each intern through communication, supervision, guidance and professional growth. Collaboration also results in improved understanding of the educational needs of the region, agency roles, and how to provide services to meet those needs together. Our agencies, school districts, county offices of education, and the CSU, are working together to solve problems faced by school districts. We are actively using the Alternative Certification Project, and other projects, to build connections between educators at all levels and in all segments in northern California.

The Alternative Teacher Certification Project, because it involves several educational agencies, has raised a stronger voice for teacher education and service connections to K-12 schools by the University. The project continues to reduce the number of emergency permit teachers and provide appropriately credentialed teachers for northern California classrooms."

--CSU, Chico/Yuba

Another important aspect was the importance of leadership of the program. Particularly important was continuity and consistency. In those programs where there were no clear lines of authority or when the leadership changed, interns experienced more difficulty. The most successful programs were those where the district and the university saw this method of teacher preparation as an investment. Projector Directors' comments on partnerships are represented by the following statements.

"We were fortunate in being funded simultaneously with a Pre-Intern and BTSA grant with all three of us sharing the same fiscal agent, our local County Office of Education. So we began New Teacher Support Team meetings immediately attended by coordinators of all three programs, Migrant Mini-Corp personnel, and ICOE Assistant Superintendent and/or Educational Resources Coordinator. These meetings were wonderful monthly exchanges of successes, problem solving, suggestions for improvement, and reminders of next steps, etc. The network of support we established early was a huge asset to draw upon as the demands increased. We worked together to ensure that our stumbles along the way were not repeated and were used as steps for future successes. We were support providers for each other, and we continue to meet this summer to get things off to an even a better start in our second year! One of the challenges we are addressing right now is how to ensure a smooth transition for those beginning teachers completing one of

our programs to the next one."

--SDSU/Imperial Valley

"Collaboration between university and district instructors was another positive aspect of this partnership program. From the inception of the program in Spring 1997, representatives of both institutions shared a vision, discussed program planning, course development, and debriefed on an on-going basis. A bridge was built on both an institutional level and a more personal one-on-one level between the university and school districts relevant to teacher training.

"Interns who have successfully completed the program have done so in two years while teaching full-time. The collaborative program between the university and district offered the best of both worlds. The university was keenly aware of what districts felt new teachers needed, and planned program and coursework accordingly. Instructors were hand-picked to provide the best possible program which bridged theory and research into practice, tailored to the needs of a specific district."

-- CSU Long Beach/Long Beach USD/Norwalk-La Mirada USD Internship Program

"Through careful scheduling, collaboration of topics and hard work, this model is proving to provide a strong, varied pre-service training menu for our interns. This also helps develop relationships between district and university staff that strengthens the team effectiveness on the other grant activities. It is also more cost effective to add to and/or modify existing district pre-training programs than to start new ones. More importantly, this allows support for individual training programs that reflect the individual philosophy of a district that meet the unique cultural and learning needs of their students."

--Azusa Pacific University/San Gabriel Valley Consortium Internship Program

Delivery of Instruction. Many of the programs try different kinds of instructional delivery systems. All of the programs were concentrating on mixing the theoretical and the practical. As was mentioned earlier, several of the projects draw on the strengths of each partner by co-teaching classes. Some of the projects talked about "spiraling" the curriculum so that each course built on the knowledge learned in the previous course. Nearly all of the programs modified the order of instruction, adjusting to the relative urgencies that interns were facing.

"The focus on generative learning, in which students take responsibility for constructing meaning by relating their own experience to the content they are learning, anchors our conception of student achievement in a research-based model that leads to excellence in teaching."

--UCLA Extension Urban Intern Multiple Subject

"Integration of theory and practice has been another successful aspect of the academic program. There is rarely a teacher in the program who doesn't have a classmate at the same school. Their assignments are geared to using their own classrooms as laboratories and observation sites where they can bring the theories and concepts from their courses to life on a daily basis. The academic program also continues to find ways to incorporate district specific information. Methods classes uses the district's standards and adoptions. Several classes are taught by experienced Pasadena teachers and others are co-taught by university and school district staff."

--Pasadena Unified/CSU Dominguez Hills Partnership

"Furthermore, the recruitment and support of instructors within the program has improved. The demand for courses that relate directly to their experiences as beginning teachers is great. We discovered offering blended classes with two instructors to be a highly successful model. For example, 5 out of the 12 courses in this year's program were team taught. This approach enriches the learner's experience by facilitating the integration of theory and practice, as

evidenced when faculty teamed with current classroom practitioners."

--San Joaquin COE, Project IMPACT

"Team teaching of courses—University and district faculty works together in teaching some of the courses and provides a good mix of theory and practical application. District specific curriculum, standards and assessment are closely integrated into the teacher preparation courses. District's content specialists and administrators teach the majority of the elementary credential courses."

--San Francisco USD Multiple/Single Subject

"By using interactive instructional television, new web-based courses, release time seminars, summer sessions, an electronic network, video analyses, and dialogue journals, the internship reduces the hardship of local residents obtaining a special education credential while living and working several hours from the CSU, Chico campus."

--Northeastern Calif. Partnership for Special Education (CSU, Chico)

"In some instances, Intern teachers would volunteer for additional assignments such as before-school and after-school tutoring assignments, school committee assignments, and substitute teaching during their off cycle. These efforts only compounded their stress and ability to meet the program obligations and teaching responsibilities to the best of their ability. We would advise and assist an intern teacher to prioritize and understand what commitments were most important to him/her at this time. In some instances, we have assisted intern teachers in negotiating extra-duty assignments with their principals."

--Orange County Department of Education District Intern

Assessment of Performance. Because interns are responsible for the achievement of the students in their classroom, the context for assessment is more authentic than in a student teaching-based program. The success of the intern can be tied to the success of students in the classroom. Also, in most programs the assessment is done over a longer period of time so that remediation and improvement can be applied and monitored. Most of the programs used more extensive procedures that included case studies, student work and other measures as part of the portfolio assessment process. Most project directors felt that they had a more complete assessment picture on which a more valid judgement could be made.

"Every intern has learned to keep running records of student progress. These curriculum based student outcome data show many significant growth areas. Our interns are averaging twenty months growth for nine months of instruction!"

--CSU, Fullerton Special Education

"In the area of curriculum, the Intern portfolio has been a successful vehicle to display and assess the Interns' professional growth and development. The portfolio, tied to the California Standards for the Teaching Profession, displays the Intern artifacts which reflect each of the six standards. Through peer review of their portfolios, the Interns give and take ideas from each other and make suggestions for improvement and changes in their completed work."

-- CSU Northridge College of Education, Department of Secondary Education

Other Lessons and Challenges. Program directors also commented on other aspects of their programs that did not fit into one of the categories listed above. Here is a sample of those comments.

"A major program organizational change took place in the 1999-2000 year. In prior years, budget limitations and the experimental nature of the program required that the credential classes be offered through Extended Education.

The flexibility of the Extended Education format permitted modification of calendars and course formats, which needed to be proven before they could be incorporated into the regular university program structure. The cost was higher student fees and lower pay for instructors. Now that the program has been established and approved, it was offered through the regular, state supported program structure of the university. Teachers pay regular state university fees, instructors are on the regular CSU salary schedule and many of the support mechanisms that the state university system offers are now in place which reduces some of the administrative burden on the program coordinators. This change also reflects an example of how the experimentation through the Alternative Credential Partnership programs have brought about changes in the regular credential programs at the university. The model developed through these alternative programs with Pasadena, Long Beach and a consortium of smaller districts near CSU Dominguez Hills have resulted in significant modifications in the overall credential program offered by the university."

--Pasadena USD/CSU Dominguez Hills

"Our greatest challenge in the development and support of our University Intern program is the tension that exists between quality and quantity and equal access to learn in our preparation of teachers. As we noted previously in our report, our service area includes some of the hardest to staff urban public schools. Many of our alternative credential candidates are graduates of these school systems and therefore have a high motivation to work in these schools and make a commitment to their communities."

--CSU, Dominguez Hills/Long Beach

"I have learned that I must screen for strong candidates who can handle the tough assignments in large urban schools. I have learned that immediate assistance must be given to a struggling intern, because the district expectations have changed for new teachers. Student achievement now drives instructional practice. Many interns are not prepared for the intense teacher scrutiny and accountability. I will continue to work with the site administrators and instructional leaders so that intern performance expectations are realistic and supportive."

--San Diego City Schools BECA

"Sensitizing principals to the fact that interns are 'teachers in training' is one of the challenges that we have. High school principals and middle school principals, to a lesser degree, often attempt to assign interns to additional duties that impact their effectiveness in the classroom during their first year of training. Although a letter is sent to principals explaining the importance of not assigning interns to additional duties, the practice often happens. Interns are in a difficult position-which master to serve-internship program or the principal."

--Fresno USD/CSU, Fresno

"Our campus has been selected to participate in the CSU Year Round Operation (YRO) Program that permits us to offer a limited offering of summer courses to students at regular, more affordable, university tuition. This program permits our students to complete their credential program at a faster pace without having to pay the more expensive Extended Education tuition. We expect that our participation in the YRO Program will continue."

--CSU Stanislaus/Merced

"The Saturday academies for interns have been extremely successful. Interns and district representatives report that the topics are timely and relevant. District support is due in large measure to their involvement in planning the content, and using their key people."

"The concept of releasing interns for special training or releasing veterans to work with interns in their classroom is still desirable but often hindered by the lack of substitute teachers in most school districts in this area. It is often necessary to remind the school principals that they need to take the intern's

skills and needs into account when making assignments. They sometime want to treat all teachers the same."

"We are finding that when the district assigns a person to work with the intern program who understands the other Learning To Teach programs in that district, that the delivery of support to the interns seems to be better planned, coordinated and more effective."

--Azusa Pacific University/San Gabriel Valley Consortium

There was one surprise this year that had not happened so often and so quickly in past years. This pertained to the calls in the spring from site administrators inquiring as to when the list of the new available Interns would become available. Principals who have been more than pleased with previously selected Interns, were anxious to meet with Intern candidates for open positions at their schools. . . . It is believed that one reason this might be true is because Interns are known to come with a 'care package' (supervision, observations, meeting with a Support Provider, etc.) that fully credentialed candidates may not take advantage of or be eligible. Sometimes the Interns view the support as more than necessary, but site administrators have witnessed what happens to beginning teachers that do not take part in these types of support.

--Sacramento City USD/ CSU Sacramento

Summary

The program continues to meet the goals set by the Legislature and the Commission. The program has expanded the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom. The program has allowed more than four hundred districts to respond immediately to pressing needs for teachers. These interns are able to put their energies directly into their jobs and "learn by doing." Teaching internships allow districts and universities to become partners in teacher preparation to provide high quality, theory based, practically applied instruction, effective supervision, and intensive support so each new intern's learning can be targeted to her/his needs. Educational agencies have offered internships to enable non-traditional candidates to enter the profession. The grant funds provide the means to extend access to those candidates who are not reached by conventional programs and options.

In the six years that the Teaching Internship Program has been in operation growth has occurred in other ways. The expertise about internships and how to make these programs thrive has grown significantly. The program has grown so that there is a 'critical mass' of local and regional expertise so that project personnel can share and support each other in ways that would not have been possible earlier. If this program continues to have high expectations, and, if through the grants that are distributed, districts, colleges and universities provide high quality, focused preparation, then teaching internships will continue to make a significant contribution to the workforce of teachers for the state of California.

Teaching internships continue to be one of the most important means that California is using to meet the need for teachers. Interns bring rich life experiences into the classrooms with them and provide school districts with a teaching population that is significantly more diverse than the graduates of traditional teacher preparation programs. Internships provide more male teachers for elementary schools, more persons from ethnic and racial groups underrepresented in the teaching workforce, and more teachers who bring rich workplace experiences into California's classrooms after working in other fields.





[Return to November 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: November 1-2, 2000

Agenda Item Number: PERF-1

Committee: Performance Standards

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

✓ Information

Prepared by: Margaret Olebe, Consultant
Professional Services Division

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

Professional Services Division
October 18, 2000

Executive Summary

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

Policy Question

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

Fiscal Impact Summary

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

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

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

Update on Work of the SB2042 Panel for the Development of Teacher Preparation and Induction Standards

Since the last update on SB 2042 to the Commission, which occurred in September 2000, the Advisory Panel for the Development of Teacher Preparation and Induction Standards (2042 Panel) has received new drafts of the Teaching Performance Expectations, Program Standards for Level 1 (Pre-service) and Program Standards for Level 2 (Induction). During its October 2000 meeting panel members examined and revised these new drafts of the Standards and Teaching Performance Expectations. These drafts reflect additional modifications that address policy objectives outlined in previous agenda items:

- a. to ensure both program standards and assessment content specifications are aligned and congruent with the State adopted Academic Content Standards for students and the California Standards for the Teaching Profession;
- b. to align program standards for professional preparation programs and examination content specifications for the Teaching Performance Assessment;
- c. to enhance the quality of learning in teacher preparation programs -- including supervised field experiences, applications of technology, demonstrations of exemplary practice, and studies that cut across organizational boundaries.

The Panel is currently reviewing new drafts of the Level 2 Standards for Induction Programs. Based on its recent deliberations regarding the articulation of specific content in subject areas mandated for the completion of the professional clear credential (mainstreaming, technology, health, English Language Learners) across Level 1 and Level 2, the Level 2 Standards are being revised to reflect new understandings on how this subject matter can be addressed most effectively.

In September, the Commission directed the Chair of the Commission to appoint a select committee of Commissioners and Members of the State Board of Education to review the standards and examination content specifications to ensure that these products are, to the extent possible and appropriate, consistent with other significant policy reforms impacting the education of California's public school children. The Executive Director and Commission Chair have appointed Commissioners Katzman and Wilson to serve on this ad hoc committee of the Commission. The Executive Director and President of the State Board of Education have been contacted and are in the process of identifying their appointees. It is anticipated that the select committee will meet during October and November, 2000. Information provided in this report will be supplemented by an oral presentation at the Commission meeting.



[Return to November 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 November 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: November 1-2, 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 October 2000 meeting, staff provided Commissioners with the last status report concerning the progress of this effort. The next status report by KPMG is due to the Commission at the end of October 2000. Due to the timing of the status report and the preparation of this agenda item, the status report will be presented to the Commissioners as an in-folder item at the November 2000 Commission 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 November 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:

November 1-2, 2000

Agenda Item Number:

FPPC-2

Committee:

Fiscal Policy and Planning

Title:

Revised Goals and Objectives for Updated Strategic Plan

- ✓ Action
- ✓ Information

Prepared by:

Karen Romo, Analyst
Fiscal and Business Services

BACKGROUND

As part of the Commission's Strategic and Information Technology Planning effort, the Commissioners directed staff at the September 2000 meeting to work with KPMG Consulting (KPMG) to prepare updated goals and objectives for the Commissioners' consideration and adoption in October 2000.

SUMMARY

At the October 2000 Commission meeting, the Commissioners held a study session with KPMG's assistance to consider and adopt revised goals and objectives related to the Commission's Strategic Plan.

Attached is a copy of the revised Strategic Plan elements for Commissioners' consideration and action.

STAFF RECOMMENDATION

Staff recommends that the Commission approve the proposed goals and objectives of the Strategic Plan for the California Commission on Teacher Credentialing.

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



Strategic Planning – Draft 2000 Goals

Revised Draft Goals as of 10/13/2000

Presented By:  **KPMG Consulting**

1997 Strategic Plan

Vision: To ensure that those who educate the children of this state are academically talented and professionally prepared.



1997 Strategic Plan



Mission: The mission of the California Commission on Teacher Credentialing is to assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- Conducting regulatory and certification activities

- Developing preparation, performance standards in alignment with academic content
- Proposing policies in credential related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public

Draft 2000 Goals and Objectives



Goal 1

1997 Adopted

- **Promote educational excellence in California schools**
 - Develop candidate and program standards that guide our local communities in the education of their children
 - Develop and administer teacher assessments
 - Develop processes for and monitor program accreditation
 - Evaluate moral fitness and character of educators (discipline/certification)

Rationale:

- Acknowledge progress achieved
- Focus on "professional educators"
- Acknowledge stakeholder input regarding continuing need to evaluate program efficacy.

2000 Proposed

- **Promote educational excellence through the preparation and certification of professional educators.**
 - Maintain high quality standards for the preparation of professional educators
 - Maintain high quality standards for the performance of credential candidates.
 - Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.
 - Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action.
 - Implement, monitor and report on the outcomes of new program initiatives

Draft 2000 Goals and Objectives

Goal 2

1997 Adopted

- **Improve the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities**
 - Delineate roles and responsibilities of Commissioners and staff
 - Update the Commission's policies and procedures
 - Review the Commission's day-to-day operations
 - Work to streamline the paperwork and documentation supporting the

2000 Proposed

- **Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.**
 - Conduct periodic review of the efficiency of the day to day operations and financial accountability of the Commission.
 - Continuously improve the development, distribution and dissemination of agenda and information to the Commission.
 - Orient new Commissioners and staff on the roles and responsibilities of the Commission.

Commission's monthly agenda and improve information dissemination activities

- Develop a method of financial accountability so the Commission can exercise its fiduciary responsibility

- Continuously update the Commission's policies and procedures.

Rationale:

- Acknowledge progress achieved and need to continuously improve Commission staff coordination, policies and procedures
- Acknowledge need to continue to orient new Commissioners and new Commission staff on their role responsibilities.

Draft 2000 Goals and Objectives

Goal 3

1997 Adopted

- **Improve customer service provided by the Commission**
 - Utilize technology more effectively
 - Use Web page to answer phone questions and reduce phone calls
 - Improve phone service and response rates
 - E-mail

2000 Proposed

- **Provide quality customer service.**
 - Use technological innovation to maximize operational efficiency and improve customer access to information and services.
 - Provide timely, accurate and responsive processing of credential applications.

Rationale:

- Expand the concept of customer service to the broad range of CCTC operations.
- Establish a policy that technology should be used to improve operational efficiency and customer effectiveness. Provide a link to the IT Strategic Plan, that does not prescribe specific technologies, but allows technologies to be developed that will meet business requirements.
- Continue to emphasize the importance of timely credential processing.



Draft 2000 Goals and Objectives

Goal 4

1997 Adopted

- **Increase legislative involvement of the Commission on key issues relating to educators in California**
 - Influence legislation regarding the education of children
 - Inform legislators of our concerns
 - Schedule regular opportunities for communication with legislators in conjunction with Commission meetings
 - Collaborate with appropriate agencies

2000 Proposed

- **Uphold/sustain effective and appropriate involvement with policy makers on key education issues**
 - Sponsor legislation as appropriate.
 - Influence legislation regarding the preparation and certification of professional educators.
 - Respond to policy makers' information inquiries.
 - Sustain productive relations with key policy makers and staff.
 - Collaborate and advise appropriate agencies.

- Design and develop strategies to implement new legislation

Rationale:

- Acknowledge progress achieved
- Focus on preparation and certification of professional educators
- Acknowledge the need to be responsive to information requests
- Acknowledge need to continue developing positive working relationships with policy makers and staff



Draft 2000 Goals and Objectives

Goal 5

1997 Adopted

- **Improve the Commission's communication with its stakeholders**
 - Increase the public relations and visibility of the commission
 - Establish an active positive public information campaign
 - Have Commissioners with staff make presentations at key events, conferences, and legislative hearings

2000 Proposed

- **Enhance effective communication with the Commission's stakeholders**
 - Involve stakeholders/two-way communication
 - Pursue strategies to refine the Commission's public affairs activities.

Rationale:

- Provide a venue to continue and pursue proactive public relations and outreach



Draft 2000 Goals and Objectives

Goal 6

1997 Adopted

- **Work with schools of education, the Department of Education, and school districts to assure quality teachers**
 - Take a leadership role in recruiting and preparing qualified teachers in response to class size reductions
 - Consider options including internship, waivers, emergency permits, apprenticeships, and certifications to meet the needs of California classrooms

2000 Proposed

- **Be a leader in exploring multiple avenues to prepare professional educators.**
 - Work with education agencies in expanding the pool of qualified professional educators.
 - Pursue avenues with other organizations in expanding the pool of qualified educators.

Rationale:

- Acknowledge progress achieved
- Focus on professional educators



Next Steps

- Consider the proposed revisions to the goals and objectives
- Direct CCTC staff to update their action plans



[Return to November 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 November 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:

November 1-2, 2000

Agenda Item Number:

FPPC-3

Committee:

Fiscal Policy and Planning

Title:

Proposed Information Technology Strategic Plan

✓ Action

Prepared by:

John Wahlstrom, Analyst
Fiscal and Business Services

BACKGROUND

At the March 2000 Commission meeting, Commissioners authorized the Executive Director to contract with KPMG Consulting (KPMG) to provide assistance related to developing an Information Technology Strategic Plan.

SUMMARY

Attached is a copy of the proposed Information Technology Strategic Plan for Commissioners' consideration and action. The proposed plan reflects extensive input provided by Commission staff as well as KPMG's expertise in the information technology planning area. (**Note:** the attachment is not available online).

STAFF RECOMMENDATION

Staff recommends that Commissioners adopt the proposed Information Technology Strategic Plan for the California Commission on Teacher Credentialing, as it charts a prudent and reasonable course for the Commission's long-term information technology activities in support of the Commissioners' goals and objectives.

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



[Return to November 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](#)



[Return to November 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: November 1-2, 2000

Agenda Item Number: FPPC-4

Committee: Fiscal Policy and Planning

Title: Proposed Standard Agreement with California State University, Chico

✓ Action

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

BACKGROUND

The Budget Act of 2000 includes an expenditure authority of \$160,000 for the Commission to contract with an outside vendor to redesign its forms and informational pamphlets related to credentialing requirements. This agenda item is requesting approval of a Standard Agreement with California State University, Chico Research Foundation (CSU, Chico) to provide these services.

SUMMARY

On February 25, 2000, MGT of America presented findings from its management review of the Commission. Recommendation 5-4 of that review stated that "the CCTC should redesign its forms and leaflets to increase customer comprehension and use common terminology, which should reduce the number of inquiries to the CCTC as well as the number of errors on applications." Based on this recommendation, the Commissioners proposed in April 2000 a one-time expenditure of \$160,000 to redesign Commission leaflets and forms. The Governor and the Legislature supported the Commissioners' request, which was included in the 2000 Budget Act.

Commission staff reviewed proposals received from three vendors and determined that CSU, Chico would provide the needed professional design services at the lowest hourly rate. The Standard Agreement will authorize CSU, Chico to redesign 114 leaflets, three professional growth manuals, and three brochures; and to develop a new color brochure for out-of-state teacher recruitment. In addition, this agreement will include sufficient funding to provide for a training video that will be produced by CSU, Chico and then available for use by Commission stakeholders to become more familiar with Commission policies and procedures.

FISCAL IMPACT STATEMENT

The cost for the proposed Standard Agreement with CSU, Chico is \$100,000.

RECOMMENDATION

Staff recommends that Commissioners authorize the Executive Director to execute the Standard Agreement with CSU, Chico to provide professional design services at a cost of \$100,000.



[Return to November 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 November 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:

November 1-2, 2000

Agenda Item Number:

FPPC-5

Committee:

Fiscal Policy and Planning

Title:

First Quarter Report of Revenues and Expenditures for Fiscal Year 2000-2001

✓ Information

Prepared by:

John Wahlstrom, Analyst
Fiscal and Business Services

BACKGROUND

As previously scheduled in the Commission's quarterly calendar, staff is presenting the Commission's revenue and expenditure data for the first quarter of fiscal year 2000-2001.

SUMMARY

The attached two charts depict the Commission's revenue and expenditure balances as of September 30, 2000. The following notes provide explanations for certain key points:

Chart 1 - Revenues

- In updating the Commission's current year revenue estimates in the Fall of 1999, staff projected an eight-percent increase in Teacher Credentials Fund (TCF) revenue over the 1999-2000 fiscal year. As of the end of September 2000, the amount of TCF revenue received is in line with that projection.
- Revenues collected and deposited in the Test Development and Administration Account include all funds actually received as of September 30, 2000. Fees for examinations administered are generally received four to six weeks after the exam. The revenue received thus far reflects only one administration of the Reading Instruction Competence Assessment (RICA) and the California Basic Education Skills Test (CBEST) in August 2000.

Chart 2 - Expenditures

- Personal Services costs expended in comparison with the budgeted amounts reflect salary savings accrued due to delays in filling new positions and certain vacant positions that are currently in various stages of recruitment.
- The "Operating Expenses and Equipment" and "Total Program Cost" columns include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to incur at a future date). The relatively high percentage of the amount expended out of the total amount budgeted is due primarily to encumbered

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

Chart 1 - Revenue

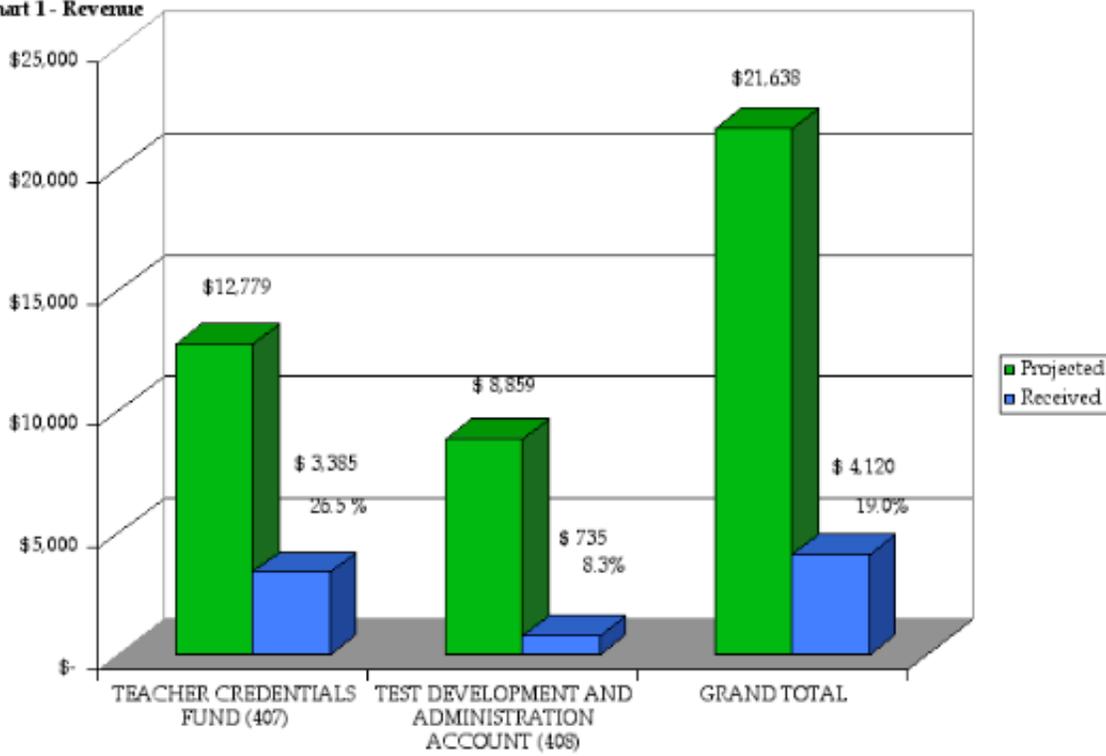
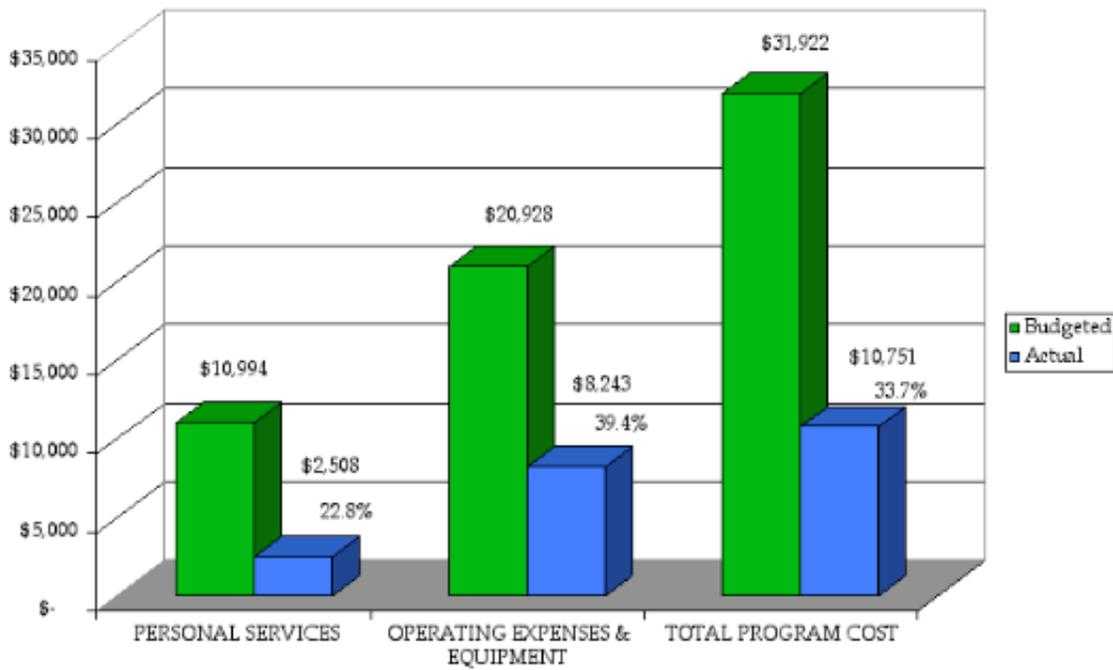


Chart 2 - Expenditures





[Return to November 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: November 1-2, 2000

Agenda Item Number: C&CA-1

Committee: Credentials and Certificated Assignment

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

✓ Action

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

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

October 16, 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. If the proposed amendments are approved, individuals who wish to teach geometry or a higher math at the ninth grade will need to obtain a Single Subject Teaching Credential in Mathematics or employers of these individuals may wish to use other statutory employment options.

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?

Staff Recommendation

Staff recommends that the Commission approve the proposed amendments to Title 5 Regulation, §80089 and §80057.5, for the purposes of beginning the rulemaking file for

submission to the Office of Administrative Law and the scheduling of a public hearing.

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.

The proposed changes to the regulations found in this action item were presented as an information item at the September 2000 Commission meeting.

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.

The AB496 panel based their recommendation on the following:

- 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.
- Based on the *Mathematics Content Standards for California Public Schools Kindergarten through Grade Twelve*, 1997, the content of the geometry course offered to ninth grade students includes definitions of the basic trigonometric functions and use of those functions to solve problems.
- Because geometry is the highest required course for the mathematics supplementary authorization, the panel felt it was detrimental to the individuals and their students to request teachers to instruct on the edge of their competence in mathematics.
- The panel did consider the proposal to require higher level mathematical coursework for the supplementary authorization. They felt if individuals were required to pass a pre-calculus or calculus course, they may not feel that they would be successful at this level of mathematics and decide not to seek this authorization.

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 proposed amendments to §80089(b) and §80057.5(f), regarding the geometry authorization, staff would also like to propose changes 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 5
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 November 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](#)