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# Agenda

## California Commission on Teacher Credentialing

December 6-7, 2000 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

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

Click on the to view the items that are available.

WEDNESDAY, December 6, 2000  
*Commission Office*

**1. Executive Committee (Chair Norton) 11:30 a.m.**

- EXEC-1 Approval of the June 7, 2000 Minutes
- EXEC-2 Preview of the Development & Publication of an Annual Report for the California Commission on Teacher Credentialing
- EXEC-3 Committee of Credentials: Expiration of Terms and Declaration of Vacancies

**2. General Session 1:00 p.m.**

The Commission will immediately convene into Closed Session

**Closed Session (Chair Norton)**

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

**3. Appeals and Waivers (Committee Chair Harvey)**

- A&W-1 Approval of the Minutes

- A&W-2 Reconsideration of Waiver Denials
- A&W-3 Waivers: Consent Calendar
- A&W-4 Waivers: Conditions Calendar
- A&W-5 Waivers: Denial Calendar

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**THURSDAY, December 7, 2000**  
*Commission Office*

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

**8:00  
a.m.**

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- GS-1 Roll Call
  - GS-2 Pledge of Allegiance
  - GS-3 Approval of the November 2000 Minutes
  - GS-4 Approval of the December Agenda
  - GS-5 Approval of the December 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** Proposed Clean-Up Legislation for Commission Consideration
- 

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



- FPPC-1** Update Regarding Contract Assistance with Strategic and Information Technology Plan and Action Plan
- 

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



- C&CA-1** Report on Waivers Granted in Subjects Not Identified as Shortage Areas



- C&CA-2** A Preliminary Report on the Assignments of Certificated Employees by County Offices of Education for Four Years -- 1995-1999
- 

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

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**PERF-1**

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



**PERF-2**

Progress Report on Independent Evaluation of the Beginning Teacher Support and Assessment (BTSA) System

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



**PREP-1**

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities



**PREP-2**

Pupil Personnel Services Credential Standards Implementation Plan

**7. Study Session**

**10:00  
a.m.**



**SS-1**

Regional Accreditation: An Overview of the Western Association of Schools and Colleges Accreditation Process and Commission Policies, Regulations and Guidelines

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

**GS-10** Report of the Appeals and Waivers Committee

**GS-11** Report of Closed Session Items

**GS-12** Report of Executive Committee

**GS-13** Commissioners Reports

**GS-14** Audience Presentations

Old Business

**GS-15** • Quarterly Agenda for December 2000, January & February 2001

**GS-16** New Business

**GS-17** Elections for Chairperson & Vice Chairperson of the California Commission on Teacher Credentialing

**GS-18** 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**

**Happy New Year  
January 3-4, 2001  
California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95814**



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## California Commission on Teacher Credentialing

**Meeting of:**

December 6-7, 2000

**Agenda Item Number:**

LEG-1

**Committee:**

Legislative

**Title:**

Proposed Clean-Up Legislation for Commission Consideration

✓ Action

**Prepared by:**

Rod Santiago, Legislative Liaison  
Office of Governmental Relations

### Proposed Clean-Up Legislation for Commission Consideration Part I -- Rationale for Proposed Changes

**Summary:** This agenda item offers for Commission consideration sponsorship of a clean-up measure for the 2001 Legislative Session.

**Policy Question:** Should the Commission sponsor a clean-up measure in 2001?

**Staff Recommendation:** Staff recommends that the Commission pursue a bill that would clean up various provisions of the Education Code related to teacher credentialing.

**Legislative Concept:** The Education Code contains various provisions that are obsolete or inoperable, as explained below. Other provisions of the Code need clarification. The proposed bill would remove obsolete or inoperable provisions and clarify others.

#### Section 1.

**Current Law:** Education Code 44226 reads:

*44226. (a) The Commission on Teacher Credentialing shall conduct a study of teacher preparation programs to assess the extent to which those programs prepare candidates for teaching credentials to teach critical thinking and problem-solving skills to pupils who are in kindergarten and grades 1 to 12, inclusive.*

*(b) The commission shall make a written report, based on the results of the study, on or before November 1, 1995, to the Senate Special Committee on Critical Thinking and Problem Solving in Our Schools, the Senate Committee on Education, and the Assembly Committee on Education.*

**Proposal:** Repeal Section 44226 of the Education Code

**Rationale:** Section 44226 requires the Commission to complete a study of teacher preparation programs and the extent to which they prepare teachers to teach critical thinking

skills to their pupils. This section also requires the Commission to report on the results of this study. The Commission completed the critical thinking study and published the resulting report in 1995, as required by this section; therefore this provision is obsolete.

## Section 2.

**Current Law:** Education Code 44227 reads:

*44227. (a) The commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the commission, to recommend to the commission the issuance of credentials to persons who have successfully completed those programs.*

*(b) Notwithstanding any provision of law to the contrary, the commission may approve for credit any coursework completed for credential purposes or for step increases in programs offered in California by out-of-state institutions of higher education that meet the requirements prescribed by Section 94761 only if the program of courses is offered by a regionally accredited institution and evidence of satisfactory evaluation by both that accrediting body and the Western Association of Schools and Colleges is submitted by the out-of-state institution to the commission for purposes of seeking approval of the program and any courses within that program to enable potential teachers to meet one or more requirements for a teaching credential in California.*

**Proposal:** Clarify Section 44227 with respect to Section 94761

**Rationale:** Section 44227 makes reference to Section 94761. Education Code Section 94761 no longer exists. This section of the proposed bill would name the appropriate section of the Code for clarification. This section would also clarify that the Commission may approve coursework for credential purposes offered by regionally accredited out-of-state institutions operating in California. Making this change would eliminate provisions that make it impossible for an out of state institution to operate in California--provisions which require WASC accreditation, which is impossible to obtain for an institution which is already accredited by another region accrediting body.

## Sections 3 and 4.

**Current Law:** Education Codes 44227.2 and 44227.3 read:

*44227.2. The Commission on Teacher Credentialing shall complete the program approval process required by Section 44227.1 within six months after the receipt of an application submitted by an applicant private postsecondary educational institution to offer bilingual education training programs.*

*44227.3. Any institution meeting the requirements prescribed in Section 44227.1 for the establishment of a bilingual education program which is denied approval to operate the program by the Commission on Teacher Credentialing shall be provided written notification by the commission within 30 days of the denial stating the reasons for the denial. An applicant institution may appeal the denial of the application within 60 days after receipt of the written notice. An appeal of the decision to deny an application shall be reviewed by an administrative law judge at a hearing convened for that purpose. The decision of the administrative law judge shall be binding on the commission. Nothing in this section shall be construed to prohibit an applicant institution from reapplying to the commission pursuant to Section 44227.1 if the decision of the commission to deny the application is upheld on appeal.*

**Proposal:** Repeal Sections 44227.2 and 44227.3 of the Education Code

**Rationale:** Section 44227.1 required the Commission to authorize private postsecondary institutions to offer bilingual education training programs if the institutions met a prescribed set of requirements. Section 44227.1 was repealed on December 31, 1990 by force of its own provisions. Section 44227.2 requires the Commission to complete the program approval process required by Section 44227.1 within six months of receipt of an application from an institution. Section 44227.3 allows any institution that meets the requirements prescribed in Section 44227.1 to appeal if denied approval to operate a program. Because the language of Sections 44227.2 and 44227.3 is dependent on 44227.1, these sections are inoperative. When Section 44227.1 was repealed the other two sections should have been repealed as well.

## Section 5.

**Current Law:** Education Code 44239.5 reads:

*44239.5. The commission shall continue to administer all regulations that were in effect on December 31, 1988, until the commission amends or repeals those regulations to implement the provisions of this chapter.*

**Proposal:** Repeal Section 44239.5 of the Education Code

**Rationale:** Section 44239.5 requires the Commission to continue to administer all regulations that were in effect on December 31, 1988, until the Commission amends or repeals those regulations to implement the provisions of Chapter 2 of Part 25 of the Education Code (the teacher credentialing chapter in the Education Code). The Commission has completed the process of amending and/or repealing regulations that were in effect prior to SB 148 (Bergeson) of 1988. The amended regulations are now in effect; therefore, this provision can be repealed.

## Section 6.

**Current Law:** Education Code 44252.6 reads:

*44252.6. Notwithstanding Section 13340 of the Government Code, funds reimbursed to the State Department of Education by the Commission on Teacher Credentialing are hereby continuously appropriated and available for expenditure without regard to fiscal year upon the order of the Superintendent of Public Instruction for the purposes of paying costs incurred in the process of adopting the assessment instrument and overseeing the implementation of the provisions relating to basic skills proficiency testing.*

**Proposal:** Repeal Section 44252.6 of the Education Code

**Rationale:** All of the costs associated with the initial development and implementation of the CBEST were cleared in 1983 and 1984, therefore, there is no longer any need for this provision of law.

## Section 7.

**Current Law:** Education Code 44255.5 reads:

*44255.5. Notwithstanding Section 44256, until the Commission on Teacher Credentialing completes a study of teacher assignments in kindergarten and grades 1 to 6, inclusive, and modifications are made to the statutes as a result of the study, the holder of a multiple subject teaching credential, or a standard elementary credential, who is employed by the San Diego City Unified School District may be assigned with his or her consent to teach any subject in grades 1 to 6, inclusive, in a departmentalized setting.*

**Proposal:** Repeal Section 44255.5 of the Education Code

**Rationale:** Section 44255.5 allowed the holder of a multiple subject teaching credential or a standard elementary credential who is employed by the San Diego City Unified School District to be assigned to teach any subject in grades 1 to 6 in a departmentalized setting until the Commission completed a study of teacher assignments in kindergarten and grades 1 through 6. The Commission completed the required study in 1991. As a result of the study and various Commission reports, the Legislature added sections to the statute (§44258.1 through 44258.3), which address in a more comprehensive the assignment issues that led to the temporary resolution for only one school district in 1989.

## Section 8.

**Current Law:** Education Code 44285 reads:

*44285. The language development requirement as set forth in Section 44259 may be satisfied by the completion of a commission-approved program of study, or passage of an appropriate examination or assessment that has been adopted for this purpose by the commission.*

**Proposal:** Repeal Section 44285 of the Education Code

**Rationale:** For both in-state and out-of-state prepared teachers, all of the necessary provisions of law regarding the reading requirement were clarified in 1996 and 1999. The Reading Instruction Competence Assessment (RICA) is now a required assessment for teaching credential candidates. As a result, the provisions of Section 44285 are obsolete.

## Section 9.

**Current Law:** Education Code 44322 reads:

*44322. Notwithstanding any other provision of this code, the professional preparation requirements for a teaching credential may be met by certification by the Director of the Peace Corps of the United States that the applicant has satisfactorily completed not less than 18 months in a Peace Corps assignment in a foreign country, during which time 50 percent or more of his duties consisted of classroom teaching of resident children of the foreign country. An applicant meeting the requirements of this section shall not be required to complete any education or methodology courses or meet any other requirement relating to professional preparation as set forth in subdivision (c) of Section 44259.*

**Proposal:** Clarify code to ensure that Peace Corps experience may be accepted in lieu of a teacher preparation program. Also, allow Peace Corps Country Directors to verify an applicant's experience.

**Rationale:** EC§44322, as written in 1976, waived the teacher preparation program requirements, as set forth in subdivision (c) of Section 44259, for individuals with eighteen months of Peace Corps experience, where fifty percent of the Peace Corps duties consisted of classroom teaching. In 1976, subdivision (c) of Section 44259 addressed only the requirement for "an approved program of teacher preparation". Now Section 44259(c) includes additional requirements for a professional clear credential, for example, instruction in the teaching or reading and CBEST, as well as completion of an approved induction program. Therefore, it appears important to clarify which requirements are being waived based upon Peace Corps experience.

In addition, applicants with Peace Corps experience often have difficulty or take extended periods of time obtaining experience verification letters from the Director of the Peace Corps of the United States. Allowing these applicants to obtain that verification from the Country Directors eases the process.

## Section 10.

**Current Law:** Education Code 44453 reads:

*44453. For admission to all teaching internship programs authorized by this article, an applicant shall have a baccalaureate or higher degree from an institution approved for credential purposes by the Commission for Teacher Preparation and Licensing at the time the degree was earned and shall pass a subject matter examination, as defined in subdivision (c) of Section 44203.*

**Proposal:** Clarify the code to ensure that University Intern Program participants have a baccalaureate degree from an appropriate institution of higher education and correct an obsolete Education Code reference

**Rationale:** Internship program participants must have a baccalaureate degree from a regionally accredited institution of higher education. The language in this section needs to be clarified as the Commission does not *approve* institutional bachelor's degrees.

## Proposed Clean-Up Legislation for Commission Consideration Part II -- Proposed Bill Language

### Bill Language

SEC. 1. Section 44226 of the Education Code is repealed.

SEC. 2. Section 44227 of the Education Code is amended to read:

44227. (a) The commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the commission, to recommend to the commission the issuance of credentials to persons who have successfully completed those programs.

(b) Notwithstanding any provision of law to the contrary, the commission may approve for credit any coursework completed for credential purposes or for step increases in programs offered in California by out-of-state institutions of higher education that meet the requirements prescribed by Section 94761 **Chapter 7 (commencing with Section 94700) of Division 10** only if the program of courses is offered by a regionally accredited institution

and evidence of satisfactory evaluation by both that accrediting body and the Western Association of Schools and Colleges is submitted by the out-of-state institution to the commission for purposes of seeking approval of the program and any courses within that program to enable potential teachers to meet one or more requirements for a teaching credential in California.

SEC. 3. Section 44227.2 of the Education Code is repealed.

SEC. 4. Section 44227.3 of the Education Code is repealed.

SEC. 5. Section 44239.5 of the Education Code is repealed.

SEC. 6. Section 44252.6 of the Education Code is repealed.

SEC. 7. Section 44255.5 of the Education Code is repealed.

SEC. 8. Section 44285 of the Education Code is repealed.

SEC. 9. Section 44322 of the Education Code is amended to read:

44322. Notwithstanding any other provision of this code, except subdivision (b) of Section 44252, the professional preparation requirements for a teaching credential may be met by certification by the Director of the Peace Corps of the United States **or the Peace Corps Country Director** that the applicant has satisfactorily completed not less than 18 months in a Peace Corps assignment in a foreign country, during which time 50 percent or more of his or her duties consisted of classroom teaching of resident children of the foreign country. An applicant meeting the requirements of this section shall not be required to complete any education or methodology courses or meet any other requirement relating to professional preparation as set forth in subdivision (c) **paragraph (3) of subdivision (b)** of Section 44259.

SEC. 10. Section 44453 of the Education Code is amended to read:

44453. For admission to all teaching internship programs authorized by this article, an applicant shall have a baccalaureate or higher degree from an institution approved for credential purposes by the Commission for Teacher Preparation and Licensing at the time the degree was earned **a regionally accredited institution of postsecondary education** and shall pass a subject matter examination as defined in subdivision (c) of Section 44203 **meet subject matter requirements as defined by paragraph (5) of subdivision (b) of Section 44259.**



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## California Commission on Teacher Credentialing

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

**Agenda Item Number:** FPPC-1

**Committee:** Fiscal Policy and Planning

**Title:** Update Regarding Contract Assistance with Strategic and Information Technology Plan and Action Plan

✓ Information

**Prepared by:** Perl Yu, Analyst  
Fiscal and Business Services

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### BACKGROUND

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

### SUMMARY

At the November 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 November 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 December 2000 Commission meeting.

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## California Commission on Teacher Credentialing

<b>Meeting of:</b>	December 6-7, 2000
<b>Agenda Item Number:</b>	C&CA-1
<b>Committee:</b>	Credentials and Certificated Assignment
<b>Title:</b>	Report on Waivers Granted in Subjects Not Identified as Shortage Areas
<input checked="" type="checkbox"/> Information	
<b>Prepared by:</b>	Dennis Johns, Research Programs Specialist II Certification, Assignment & Waivers Division

### A Report on Waivers Granted in Subjects Not Identified as Shortage Areas

November 8, 2000

#### Summary

This item is presented at the request of the Commission to identify statewide shortage and non-shortage of credential subject areas. The purpose of this report is to help the Commission determine whether there are shortages of teachers in the single subject areas that have not previously been identified as statewide shortage areas.

#### Fiscal Impact

There is no fiscal impact resulting from this report.

#### Policy Issues to be Resolved

Should the Commission discuss the degree of shortage at which official designation as a "shortage area" is appropriate? If a consensus is reached, this designated threshold should be utilized for determining any future statewide shortage areas.

#### Background

The Commission has had the sole authority to review waiver requests and issue waiver documents related to educator preparation and credentialing since July 1, 1994. Waivers allow employers to place individuals who do not meet requirements for the requisite credential or emergency permit in certificated assignments under specified conditions. These conditions include:

1. Documentation that despite identified recruitment efforts, suitable credentialed individuals were not found for the position for which the waiver was requested;

2. Documentation that the individual for whom the waiver was requested has an experiential and/or educational background appropriate for the position; and,
3. A commitment from the employer to provide guidance and assistance to the person serving on the waiver, and from the person serving on the waiver to pursue the credential authorization for the service provided on the waiver.

The goal of the waiver process is to allow time for individuals to become fully credentialed. For that reason, individuals serving on waivers must make reasonable progress toward meeting credential requirements prior to the Commission's consideration of a subsequent waiver. Commission practice is to issue waivers for a maximum of one year at a time, allowing the Commission to monitor the individual's progress in meeting those requirements. Employers who are requesting waivers for individuals to serve in areas or subjects identified as statewide shortage areas are exempt from condition 1 listed above.

## Credential Waivers

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

One of the requirements for employers requesting waivers is that they verify a local shortage of personnel in the credential area of the waivers for which they are applying. Based upon a review of the numbers of emergency permits issued, the Commission recognizes Mathematics and Sciences as subject areas for which there are statewide shortages of teachers. For this reason, employers requesting waivers for mathematics and science are not required to provide justification of the need to employ the candidate. Also, if candidates for waivers in Mathematics or Sciences do not meet the minimum criteria for placement on the Appeals and Waivers Committee consent calendar, the Commission may still consider the waiver request on another calendar using the statewide shortage as part of the justification for approval.

Recently, members of the Appeals and Waivers Committee discussed the possibility that other specific single subjects might be recognized as statewide shortage areas in addition to mathematics and sciences. They asked that staff research this subject, and return with a report of the findings and a recommendation of possible options. This report addresses that request.

## Current Credentialed Work Force in Selected Subject Areas

Table 1 presents the distribution of full time equivalent (FTE) credentialed staff in the state by credential area for the two most recent years for which data are available. The data show that teaching staff makes up almost nine of every ten credentialed staff in public schools in California. Administrative Services and Pupil Personnel Services credentialed staff constitute the remaining staff. Data presented in this table were obtained from the Department of Education's California Basic Education Data System (CBEDS).<sup>1</sup>

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<sup>1</sup> California Department of Education, *DataQuest*, at Internet address: <http://data1.cde.ca.gov/dataquest>.

The five subject areas of English, Foreign Languages, Music, Physical Education and Social Science were identified as single subject areas for further analysis based on the fact that they constitute the most frequently granted credential waivers.

An earlier report to the Commission performed a preliminary analysis of these five subject areas.<sup>2</sup> That report concluded, "there does not appear to be a clear justification (for adding any of the five subject areas) to the list of recognized statewide shortage subject areas which currently includes mathematics and science."

This report updates the earlier analysis of these five subject areas to determine if the earlier assessment conclusion remains valid. In addition it also looks at the non-teaching subject areas of Administrative and Pupil Personnel Services credentials to determine if shortages

exist there.

Table 2 presents the distribution of FTE credentialed teachers in California by the five selected subject areas during the most recent six academic years for which data are available. In 1998-99, the most recent year, English teachers comprised 38 percent of the teachers in the five specified subject areas. Social Science teachers accounted for 25 percent and Physical Education teachers 21 percent of the total teachers in the five specified subject areas. Together, Foreign Languages and Music contributed the remaining 15 percent of credentialed teachers in the specified subject areas.

## Credentials, Waivers, and Emergency Permits Issued in Selected Single Subject Areas

### Credentials

Data on the number of credentials issued in the five selected subject areas were provided in a recent report published earlier this year by the Commission on Teacher Credentialing.<sup>3</sup> These data show the number of credentials that were issued during 1997-98 (the only full year for which this data is available) to teachers trained in California. Data on the numbers of preliminary and professional clear credentials issued to teachers who completed teacher preparation programs outside of California during 1997-98 were also provided in the report. The combined data for these two groups, presented in Table 3, provide the full scope of the number of credentials issued in the selected subject areas. This information is necessary for determining the volume of additional teaching staff becoming available in the single subject areas under consideration. If the amount of additional teachers entering these subject areas is sufficient to offset projected teacher needs, then shortages are averted.

A total of 5,742 credentialed teaching staff from both in-state and out-of-state were added to the field in the five selected subject areas in 1997-98 (constituting 10.1 percent of the total of 56,621 credentialed teachers in the five subject areas during that period).

### Waivers

The Commission received the responsibility for reviewing credential waiver requests in July 1994. Table 4 shows the number of waivers granted in the specified non-shortage subject areas over the five-year period of 1994-95 through 1998-99. The five specified subject areas experienced a total of 889 waivers issued over the five years with an average yearly increase of almost 25 percent.

The Foreign Language subject area encompasses fifteen different languages for the five-year period shown in Table 5. Spanish makes up 62 percent of the total waivers in the Foreign Language subject area. By combining the next three most frequent Foreign Languages (Japanese, French, and Korean) with Spanish, this group constitutes 85.5 percent of the waivers for this single subject area.

### Emergency Permits

Emergency Permits are issued by the Commission based on an annual Declaration of Need for Fully Qualified Educators by employing agencies. Data on the number of Emergency Permits issued for the specified subject areas over the same five-year period covered by the credential waivers are provided in Table 6. During the five year period, a total of 19,996 Emergency Permits were issued for the specified subject areas with an average yearly increase of 18 percent. In terms of sheer numbers, English (6,875) and Social Science (5,680) were the subject areas with the largest numbers of Emergency Permits. If the annual yearly percentage increase in number of teachers in subject areas is considered, then Music is the highest subject area at 22.0 percent.

<sup>2</sup>Mark McLean, *A Report of Waivers Granted in Subjects Not Identified as Shortage Areas*, Commission On Teacher Credentialing, May 21, 1998.

<sup>3</sup>Mark McLean, *Teachers Meeting Standards for Professional Certification in California: First Annual Report*, Commission on Teacher Credentialing, State of California, 2000, pp. 28-29

## Projections of Future Need for Staff in Specified Subject Areas

Data on the K-12 public school enrollment projections over the ten-year period of 1999-00 through 2008-09 are presented in [Table 7](#).<sup>4</sup> These data are the official state approved estimates for population growth. They are necessary for this report as a basis for estimating the future need for teachers based on projected student population increases.

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<sup>4</sup> California Department of Finance, Demographic Research Unit, "California K-12 Public Enrollment Projections: 1999 Series", November, 1999, at : <http://www.dof.ca.gov/HTML/DEMOGRAP/k12g.htm>.

[Table 8](#) uses the data presented in the earlier tables as the basis for developing the formula for computing shortages for the five selected single subject areas. For a reference point, comparable information for the two already established shortage areas of mathematics and sciences are also presented in the table. The formula for estimating the percent of teacher shortage uses the 1997-98 academic year as the point of reference.

The formula developed to estimate subject area shortages is computed as follows:

1. Begin with the **total number of staff teaching in the selected single subject areas** in the 1997-98 year,
2. Then, subtract eight percent of this amount for the **attrition rate** for teachers retiring or leaving the field (based on a recent California education study)<sup>5</sup>,
3. Next, subtract the total of **waivers** issued in the subject area,
4. Then, subtract the total of **emergency permits** issued in the subject area,
5. Next, add the total of **new credentials issued in California** in the subject area,
6. Then, add the total of **new out-of-state credentialed teachers** in the subject area,
7. The above procedure will then provide the **total number of credentialed teachers available** at the end of the 1997-98 academic year,
8. To this **total number of credentialed teachers available** in a subject area, then add an **additional adjustment to allow for a student population increase**. This adjustment is based on the student population projections presented in [Table 7](#). That data showed an average annual growth in K-12 student enrollment of 0.5 percent.
9. Then, add the adjustment to the beginning teacher total for 1997-98 for the total number of **teachers needed** for 1998-99.
10. The **teachers needed** figure (Step 9) divided by the **teachers available figure** (Step 7) provides the **percent of shortage** (i.e., needed versus available) that appears in the bottom row of [Table 8](#).

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<sup>5</sup> Patrick M. Shields, Camille E. Esch, Daniel C. Humphrey, Viki M. Young, Margaret Gaston, and Harvey Hunt, *The Status of the Teaching Profession: Research Findings and Policy Recommendations. A Report to the Teaching and California's Future Task Force.*, Santa Cruz, CA: The Center for the Future of Teaching and Learning, December, 1999.

The data presented in [Table 8](#) show that the comparison subject areas previously identified as shortage areas (Mathematics and Sciences) show a shortage of -15.4 and

-22.9 percent respectively. By contrast, the shortage percentages for the five selected single subject areas were as follows: English, -6.7%; Foreign Language, -11.9%; Music, -9.8%; Physical Education, -8.9%; and Social Science, -5.2%. None of the five subject areas achieve the same levels of shortage exhibited by the Mathematics and Sciences areas. Foreign Language (heavily influenced by Spanish and three other languages) is closest at -11.9 percent. Music, at -9.8 percent, is second. In terms of sheer numbers, the two areas only account for 77 and 41 waivers in 1997-98, respectively.

## Projection of Future Need for Staff in Non-Teacher Credential Areas

During the course of this analysis, a request was received to also include the Administrative Services and Pupil Personnel Services credential areas in the determination of possible additional credential shortage areas. Since these two credential areas are non-teaching groups, they were analyzed separately in [Table 9](#). The same formula was applied to these two credential areas. If shortages were found to be significant enough, then the Commission could consider the exemption of some of the current documentation requirement for waiver requests in these areas.

[Table 9](#) shows that there is a negligible statewide shortage of 0.9% for Pupil Personnel Services and a surplus of 4.5% for Administrative Services in the two non-teaching credential areas. Based on these findings related to shortages computed through the application of the shortage area formula, these two areas do not warrant Commission consideration for identified official statewide shortage areas. Although there is a surplus of staff with Administrative Services credentials, this does not address the issue of supply (availability of applicants) of such credentials at the district level. Staff obtaining credentials in one district may not choose to apply for administrative positions in other districts. Further, certain districts may be seen as having hard-to-staff schools, and may be seen as less desirable for qualified applicants.

**Conclusions and Policy Considerations**

The purpose of this report is to help the Commission determine whether there are shortages of credentialed teachers in the single subject areas that have not previously been identified as official shortage areas. An added purpose of the report is to help the Commission decide whether shortages exist in the two non-teaching areas of Administrative Services and Pupil Personnel Services. Data were collected, a formula to assess shortages was developed, and an analysis was performed using the formula to assess the extent of shortages in the seven identified credential areas.

Results of the analysis must be considered with the understanding that the findings are derived from statewide aggregated data. They should not be generalized to specific school districts due to extreme differences in circumstances of these districts.

The analysis found that:

1. the application of the shortage formula in the non-teaching subject areas of Administrative Services and Pupil Personnel Services revealed a slight shortage for Pupil Personnel Services and a moderate surplus for Administrative Services credentialed staff in the two areas. This situation does not warrant official designation as a statewide shortage area,
2. the percentages of statewide shortage in the five single subject areas of English, Foreign Language, Music, Physical Education, and Social Science did not achieve the same levels as the established shortage area subjects of Mathematics and Sciences,
3. the percentages of statewide shortage of the single subject areas of English and Social Science clearly were not of sufficient magnitude to warrant consideration for designation as official shortage areas,
4. the percentages of statewide shortage for the three subject areas of Foreign Language, Music, and Physical Education might or might not be considered as shortage areas depending upon Commission establishment of a shortage percentage threshold.

In summary, the Commission should discuss the degree of shortage at which official designation as a "shortage area" is appropriate. Upon consensus, this threshold should be utilized for determining statewide shortage areas now and in the future.

**TABLE 1**

**DISTRIBUTION OF FULL TIME CREDENTIALLED STAFF IN CALIFORNIA BY CREDENTIALING AREA, 1997-00**

CREDENTIAL AREA	1997-98		1998-99	
	NUMBER	PERCENT	NUMBER	PERCENT
<b>Administrative Services</b>	19,659	6.5	20,618	6.6

<b>Pupil Personnel Services</b>	15,818	5.3	17,357	5.5
<b>Teachers</b>	265,069	88.2	276,313	87.9
<b>Total</b>	<b>300,546</b>	<b>100.0</b>	<b>314,288</b>	<b>100.0</b>

Source: The Department of Education California Basic Education Data System (CBEDS).

**TABLE 2**

**DISTRIBUTION OF FULL TIME EQUIVALENT TEACHERS IN CALIFORNIA  
BY SELECTED SUBJECT AREA, 1993-99**

YEAR	ENGLISH	FOREIGN LANGUAGE	MUSIC	PHYSICAL EDUCATION	SOCIAL SCIENCE	TOTAL
1993-94	16,858	3,714	2,907	9,357	11,098	43,934
1994-95	16,722	3,787	2,934	9,392	11,399	44,234
1995-96	17,220	3,924	3,061	9,774	11,637	45,616
1996-97	17,821	4,147	3,185	10,151	12,131	47,435
1997-98	21,239	5,009	3,639	12,033	14,701	56,621
1998-99	22,107	5,174	3,734	12,167	14,715	57,897

Source: California Department of Education CBEDS data files.

**TABLE 3**

**CREDENTIALS ISSUED IN SPECIFIC NON-SHORTAGE SUBJECT AREAS  
FOR IN-STATE AND OUT-OF-STATE PREPARED TEACHERS , 1997-98**

SUBJECT	CREDENTIALS IN-STATE	CREDENTIALS OUT-OF-STATE	TOTAL CREDENTIALS
ENGLISH	1,594	477	2,071
FOREIGN LANGUAGES	469	162	631
MUSIC	252	124	376
PHYSICAL EDUCATION	651	180	831
SOCIAL SCIENCE	1,475	358	1,833

Source: "Teachers Meeting Standards for Professional Certification in California: First Annual Report, Commission On Teacher Credentialing, 2000.

**TABLE 4**

**NON-SHORTAGE SINGLE SUBJECT WAIVERS GRANTED  
IN SELECTED SUBJECT AREAS  
BY FISCAL YEAR, 1994-99**

YEAR	ENGLISH	FOREIGN LANGUAGE	SOCIAL SCIENCE	PHYSICAL EDUCATION	MUSIC	TOTAL
1994-95	16	40	23	15	7	101
1995-96	29	54	28	30	16	157
1996-97	23	76	30	48	30	207
1997-98	22	77	25	40	32	196

<b>1998-99</b>	33	77	23	54	41	228
<b>TOTAL</b>	<b>123</b>	<b>324</b>	<b>129</b>	<b>187</b>	<b>126</b>	<b>889</b>
<b>Ave. Yearly Increase</b>	26.5%	19.3%	1.0%	44.6%	62.7%	24.6%

Source: California Commission On Teacher Credentialing, Credentialing Automated System (CAS).

**TABLE 5**  
**WAIVERS GRANTED FOR FOREIGN LANGUAGES**  
**DURING 1994-1999**

<b>LANGUAGE</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>TOTAL</b>
American Sign Language	0	0	1	2	4	7
Chinese	1	2	3	0	1	7
French	1	2	4	5	9	21
German	0	0	0	2	1	3
Hmong	1	0	0	0	0	1
Italian	0	0	0	1	0	1
Japanese	9	11	7	4	4	35
Korean	2	7	6	4	1	20
Latin	0	1	0	1	0	2
Mandarin	1	1	3	3	0	8
Pilipino	0	1	0	0	0	1
Russian	0	2	2	2	1	7
Spanish	21	22	50	52	56	201
Tagalog	2	2	0	0	0	4
Vietnamese	2	3	0	1	0	6
<b>TOTAL</b>	<b>40</b>	<b>54</b>	<b>76</b>	<b>77</b>	<b>77</b>	<b>324</b>

Source: California Commission On Teacher Credentialing, Credentialing Automated System (CAS).

**TABLE 6**  
**NON-SHORTAGE AREA SINGLE SUBJECT EMERGENCY PERMITS GRANTED**  
**BY FISCAL YEAR, 1994-99**

<b>YEAR</b>	<b>ENGLISH</b>	<b>FOREIGN LANGUAGE</b>	<b>SOCIAL SCIENCE</b>	<b>PHYSICAL EDUCATION</b>	<b>MUSIC</b>	<b>TOTAL</b>
<b>1994-95</b>	1,032	428	801	422	207	2,890
<b>1995-96</b>	1,013	471	953	469	218	3,124
<b>1996-97</b>	1,297	568	1,073	582	280	3,800
<b>1997-98</b>	1,580	663	1,292	759	362	4,656
<b>1998-99</b>	1,953	725	1,561	834	453	5,526

<b>TOTAL</b>	<b>6,875</b>	<b>2,855</b>	<b>5,680</b>	<b>3,066</b>	<b>1,520</b>	<b>19,996</b>
<b>Ave. Yearly Increase</b>	17.9%	14.2%	18.2%	18.6%	22.0%	18.0%

Source: California Commission On Teacher Credentialing, Credentialing Automated System (CAS).

**TABLE 7**

**CALIFORNIA K-12 PUBLIC SCHOOL ENROLLMENT PROJECTIONS  
1999 SERIES**

<b>YEAR</b>	<b>K-12 POP. ESTIMATE</b>	<b>% INCREASE</b>
<b>1999-00</b>	<b>5,835,586</b>	
<b>2000-01</b>	<b>5,905,009</b>	<b>1.2%</b>
<b>2001-02</b>	<b>5,960,574</b>	<b>0.9%</b>
<b>2002-03</b>	<b>6,002,133</b>	<b>0.7%</b>
<b>2003-04</b>	<b>6,033,944</b>	<b>0.5%</b>
<b>2004-05</b>	<b>6,067,592</b>	<b>0.6%</b>
<b>2005-06</b>	<b>6,096,862</b>	<b>0.5%</b>
<b>2006-07</b>	<b>6,115,192</b>	<b>0.3%</b>
<b>2007-08</b>	<b>6,129,655</b>	<b>0.2%</b>
<b>2008-09</b>	<b>6,131,614</b>	<b>0.0%</b>

Source: California State Department of Finance, Demographic Research Unit, "California K-12 Public Enrollment Projections: 1999 Series", November, 1999.

**TABLE 8**

**PROJECTION OF SHORTAGE AREAS IN CREDENTIALLED TEACHING STAFF  
BY CREDENTIAL AREA IN CALIFORNIA, 1997-98**

	<b>MATH</b>	<b>SCIENCES</b>	<b>ENGLISH</b>	<b>FOREIGN LANGUAGE</b>	<b>MUSIC</b>	<b>PHYSICAL EDUCATION</b>	<b>SOCIAL SCIENCE</b>
<b>1 FTE TEACHERS</b>	15,862	12,455	21,239	5,009	3,639	12,033	14,701
<b>2 LESS 8% ATTRITION</b>	-1,269	-996	-1,699	-401	-291	-963	-1,176
<b>3 LESS WAIVERS</b>	-98	-80	-22	-77	-32	-40	-25
<b>4 LESS EMERGENCY PERMITS</b>	-1,580	-2,070	-1,580	-663	-362	-759	-1,292
<b>SUBTOTAL</b>	<b>12,915</b>	<b>9,309</b>	<b>17,938</b>	<b>3,868</b>	<b>2,954</b>	<b>10,271</b>	<b>12,208</b>
<b>5 NEW CAL. CREDS</b>	+708	+589	+1,594	+469	+252	+651	+1,475

<b>6</b>	<b>NEW OUT OF STATE CREDENTIALS</b>							
<b>7</b>	<b>TEACHERS AVAILABLE FOR 98-99</b>	13,812	10,186	20,009	4,499	3,330	11,102	14,041
<b>8</b>	<b>ADD 0.5% FOR POP. INCREASE</b>	+79	+62	+106	+25	+18	+60	+74
<b>9</b>	<b>TEACHERS NEEDED</b>	15,941	12,517	21,345	5,034	3,657	12,093	14,775
<b>10</b>	<b>SHORTAGE</b>	-15.4%	-22.9%	-6.7%	-11.9%	-9.8%	-8.9%	-5.2%

**TABLE 9**

**PROJECTION OF SHORTAGE AREAS IN CREDENTIALLED ADMINISTRATIVE AND PUPIL PERSONNEL SERVICES STAFF IN CALIFORNIA, 1997-98**

	<b>MATH</b>	<b>SCIENCES</b>	<b>ADMINIS-TRATIVE SERVICES</b>	<b>PUPIL PERSONNEL SERVICES</b>	
<b>1</b>	<b>FTE STAFF</b>	15,862	12,455	19,659	15,818
<b>2</b>	<b>LESS 8% ATTRITION</b>	-1,269	-996	-1,573	-1,265
<b>3</b>	<b>LESS WAIVERS</b>	-98	-80	-18	-89
<b>4</b>	<b>LESS EMERGENCY PERMITS</b>	-1,580	-2,070	N/A	N/A
	<b>SUBTOTAL</b>	<b>12,915</b>	<b>9,309</b>	<b>18,068</b>	<b>14,464</b>
<b>5</b>	<b>NEW CAL. CREDS</b>	+708	+589	+1,919	+1,139
<b>6</b>	<b>NEW OUT OF STATE CREDENTIALS</b>	+189	+288	+707	+158
<b>7</b>	<b>STAFF AVAILABLE FOR 98-99</b>	13,812	10,186	20,694	15,761
<b>8</b>	<b>ADD 0.5% POP. INC</b>	+79	+62	+98	+79
<b>9</b>	<b>STAFF NEEDED</b>	15,941	12,517	19,757	15,897
<b>10</b>	<b>SHORTAGE/SURPLUS</b>	<b>-15.4%</b>	<b>-22.9%</b>	<b>+4.5%</b>	<b>+0.9%</b>

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## California Commission on Teacher Credentialing

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

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

**Committee:** Credentials and Certificated Assignment

**Title:** A Preliminary Report on the Assignments of Certificated Employees by County Offices of Education for Four School Years -- 1995-1999

✓ Action

**Prepared by:** Maureen McMurray, Program Analyst  
Certification, Assignment and Waivers Division

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### A Preliminary Report on the Assignments of Certificated Employees By County Offices of Education for Four School Years, 1995-1999

**November 10, 2000**

#### Summary

Education Code Section 44258.9 directs county superintendents of schools to submit an annual report to the California Commission on Teacher Credentialing summarizing the results of all assignment monitoring and reviews in one quarter of the school districts within their county. This section also requires the Commission to submit a report to the Legislature concerning teacher assignments and misassignments based on these reports of the county superintendents. The following is an analysis of the assignment data submitted to the Commission over the four-year cycle of county monitoring activities from September 1995 through June 1999.

#### Fiscal Impact

None.

#### Staff Recommendation

That the Commission adopt this report for dissemination to the Legislature.

#### Background

The California Commission on Teacher Credentialing has been charged with the oversight of the appropriate and legal assignment of certificated personnel. The Commission has attempted to achieve a balance between being certain that a certificated employee has the appropriate preparation to teach the subject to which he or she is assigned and the

employer's need for assignment flexibility.

To that end, since the initial Commission-directed study in 1982, the Commission has studied the extent of misassignment of certificated personnel, the causes of misassignments, practices that eliminate or minimize misassignments, and solutions to the problem of misassignment. In the initial study of school district assignment practices, Commission staff monitored the certificated assignments in five school districts and five county offices of education during 1982-83. While the study found that many of the school districts and county offices in the study understood the obligation to appropriately assign certificated staff and keep accurate assignment data, it also uncovered deficiencies in some of the districts and county offices. These included the area of communication between their offices and the school sites when assignments were changed at the school site level and in the misunderstanding of the specific authorization for each type of credential.

The Commission followed-up this report with a series of workshops in Spring 1984 to address assignment issues. These workshops brought to light several problems related to the assignment of teachers in the elementary and middle grades. In response, the Commission sponsored Senate Bill 511 (Craven) (Statutes of 1985, Chapter 490) to provide greater assignment flexibility at these grades.

Legislation signed in 1986, Senate Bill 2371 (Watson) (Statutes of 1986, Chapter 1279), required the Commission on Teacher Credentialing to conduct a statewide study of the misassignment of credentialed personnel. The Commission reported its findings and recommendations in a report to the Legislature in February 1987. Among its findings, the study concluded that 8% of the State's *secondary* teachers were illegally assigned for one or more class periods during the 1985-86 school year.

Based on the findings and recommendations of this study, the Commission sponsored Senate Bill 435 (Watson) (Statutes of 1987, Chapter 1376) which was signed into law October 1987. As a result, Section 44258.9 was added to the Education Code requiring each county superintendent of schools to monitor and review the certificated employee assignments in one-third of their school districts each year. The law also required that the Commission monitor and review certificated assignments for the State's seven single-district counties at least once every three years. Beginning July 1, 1990, county superintendents were required to submit an annual report to the Commission summarizing the results of all assignment monitoring and reviews within one third of their districts. These reports include information on teaching assignments made under various Education Code options and identified misassignments. Beginning with the 1988-89 school year Senate Bill 435 (Statutes of 1987, Chapter 1376) also established mandates for local monitoring activities that result in costs that were recoverable through the state mandated costs procedures. School districts and county offices of education submitted annual claims to the Office of the State Controller.

As a part of the 1996-97 state budget negotiations, the Legislative Analyst recommended that all of the mandates on school districts and county offices of education related to certificated assignment monitoring be changed. As a result, Education Code Section 44258.9 was amended, effective January 1, 1996, to require each county superintendent of schools to monitor and review the certificated employee assignments in one-fourth of their districts each year and for the Commission to monitor the State's seven single district counties once every four years. At the end of a four-year cycle, the entire state has been monitored. Therefore, it is important to note that each year is a snapshot look at the assignments of certificated employees in the state. Since the 1996-97 school year, \$350,000 is placed each year in the Commission's budget to distribute to the county offices of education for assignment monitoring activities. Districts no longer could claim funds as the section of the Education Code which required the districts to annually report to their governing board was eliminated. The money is distributed to the county offices of education based on a pro rata basis.

### Assignment Data

In 1989, the Commission established a comprehensive data base of assignment information compiled from the annual reports submitted by the counties. Beginning with the 1989-90 report year, the teaching and other certificated employees (administrators, counselors, etc.) assignments in every school district in the State have been monitored. Information compiled on the first three-year cycle (September 1989 through June 1992) of assignment monitoring was presented in a report to the Commission in August 1993, and the report on the second three-year cycle (September 1992 through June 1995) was presented to the Commission in

September 1996. The data base has been updated with information on the four-year cycle, September 1995 through June 1999, which is the focus of this report.

All county offices of education report to the Commission on a standard form developed by Commission staff that allows for consistency of the information reported. The Education Code mandates that certain information be collected and reported including:

- The numbers of teachers assigned and types of assignments made by local district governing boards under the authority of Sections 44256, 44258.2 and 44263 of the Education Code. For the provisions of these options see the section on "Information on Assignments Outside the Credential Authorization."
- Information on actions taken by local Committees on Assignment (EC §44258.7), including the number of assignments authorized and subject areas into which committee-authorized teachers are assigned.
- Information on each school district reviewed regarding misassignments of certificated personnel, including efforts to eliminate these misassignments.
- After consultation with representatives of county superintendents of schools, other information as may be determined to be needed by the Commission on Teacher Credentialing. This includes information on assignments under Education Code §44258.3 and the number of individuals assigned to serve Limited English Proficient students.

One of the significant outcomes of the passage of Assignment Monitoring legislation has been the improvement in the county offices' ability to record and track certificated personnel. Prior to the implementation of these laws, many county offices did not maintain complete or accurate records of credentials held by their certificated employees so they had no way of knowing whether individuals were legally assigned. In some instances, non-certificated individuals were known to be teaching in public schools. In order to be in compliance with the law, county offices have vastly improved their record keeping, most by automating credential and assignment information. As a result, the quality of the data submitted to the Commission has also improved over this reporting cycle. However, there continues to be a few counties and districts who do not have up-to-date computer programs.

### **The 1996 Report to the Commission on the 1992-95 Monitoring Cycle**

Since the study completed in 1986 that found 8% of the State's secondary teachers misassigned, the Commission has attempted to increase awareness of assignment issues through workshops, the development and distribution of the Administrator's Assignment Manual and the sponsorship of legislation that offered more assignment flexibility. As a result, the Commission's 1993 report on the data collected from the first three-year cycle (1989-92) of assignment monitoring showed greater use of available avenues for assignment and a decline in the number of individuals identified as misassigned. The Commission's 1996 report on the second three-year cycle (1992-95) of assignment monitoring showed the use of available avenues for assignment remained about the same as compared to the previous cycle (1989-92) while there was an increase in the number of individuals identified as misassigned. Below is a summary of the report's findings.

- The total number of personnel initially identified as misassigned from 1992-95 was 5,939 or 2.7% for the State.
- Eliminating elementary school personnel (since very few misassignments occur in grades K-6), the percentage of misassignments among secondary teachers was 5.8%, up from the 4% reported in the 1989-1992 report.
- The subject area that had the highest percentage of misassigned personnel for the three years of assignment monitoring was in classes for Limited English Proficient (LEP) students (18%).
- In the secondary subject areas, sciences with 14% and social science with 13% had the greatest number of misassignments.
- Mathematics, at 26% was the highest area of misassignment in the 1986 study, dropped to 11% for 1992-95.
- During the monitoring period from 1992-95, there were a total of 9,378 assignments made under EC options §44256(b), §44258.2, §44258.3, §44258.7 and §44263.

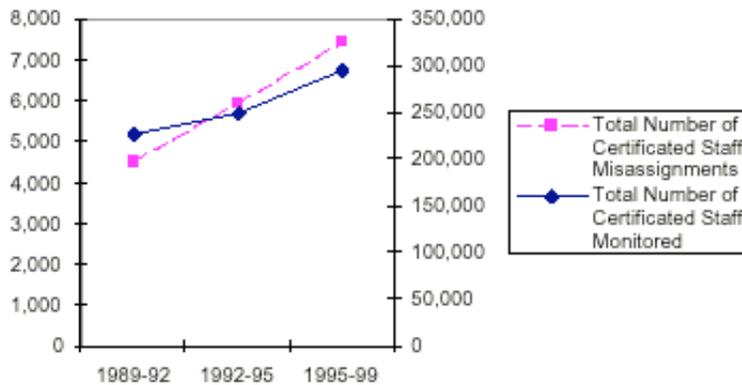
### **The 1995-99 Assignment Monitoring Report**

**MISASSIGNMENT:** the placement of a certificated employee in a teaching or service position for which the employee does not hold the legally recognized certificate, credential,

## Misassignment Information

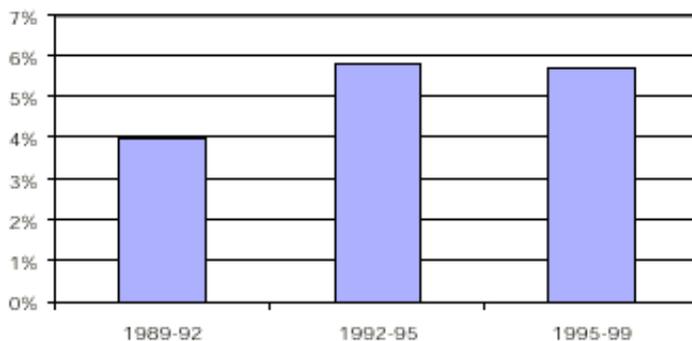
Over the four years from September 1995 through June 1999, the assignments of more than 250,000 elementary and secondary teachers and approximately 43,000 non-teaching assignments were reviewed. Of the certificated personnel monitored, 7,447 were initially identified as misassigned. This equates to just over 2.5% for the state. All but two counties reported misassignments for the four-year period. [Graph 1](#) below compares the number of misassignments to the number of certificated staff monitored for the last three monitoring cycles.

**GRAPH 1**  
**The Percentage of Secondary Teachers**  
**Misassigned During the Three Assignment Monitoring Cycles**



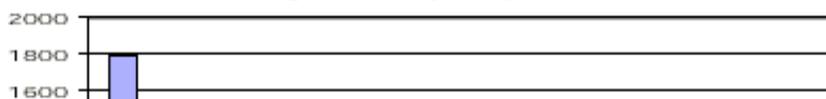
If the elementary school personnel are eliminated from the equation (since less than one percent of the elementary teachers were misassigned) the rate of misassignments for secondary teachers alone is 5.7% comparable to the 1992-95 assignment review that found 5.8% of the secondary teachers misassigned. [Graph 2](#) below shows a comparison of the percentages of secondary teachers misassigned for the last three monitoring cycles.

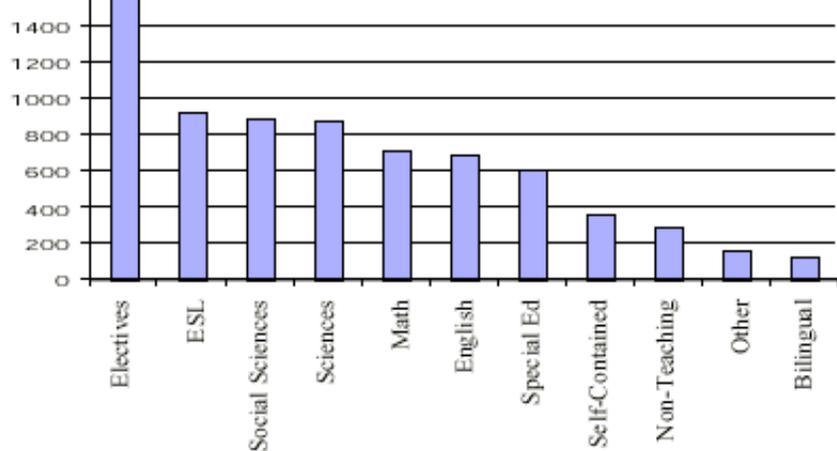
**GRAPH 2**  
**Comparison of the Number of Misassignments to the Number of**  
**Certificated Staff During the Three Assignment Monitoring Cycles**



[Graph 3](#) illustrates the total number of misassignments by subject area for the 1995-99 cycle. A cluster of subject areas (art, music, computers, driver education, home economics, industrial arts, agriculture, teen skills, and etc.) were identified in the study collectively as "electives." The subject of "other" is composed of the following courses: adult education, alternative education, continuation, opportunity, independent study and vocational education.

**GRAPH 3**  
**Total Misassignments By Subject Area, 1995-99**

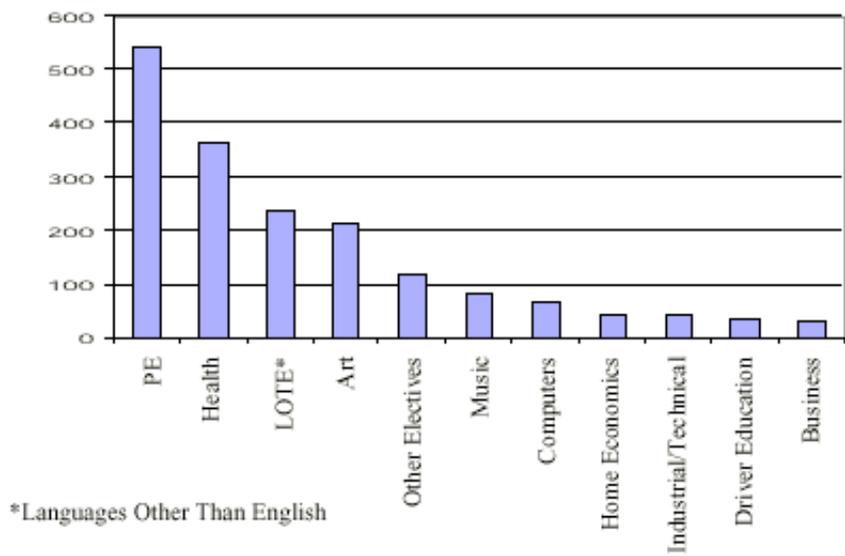




Twenty-four percent of the misassignments were in subject areas defined by the Commission as electives. As illustrated in Graph 3, on the previous page, the second highest percentage of teachers were misassigned in classes for English Language Development for English learners and Specially Designed Academic Instruction in English (12.4%). Most employers corrected these misassignments by the employer placing the individual on the district's Plan to Remedy. The Plan to Remedy allows an employer to assign an individual to teach Limited English Proficient (LEP) students if they are actively participating in a training program leading to the appropriate certification to teach LEP students or English learners.

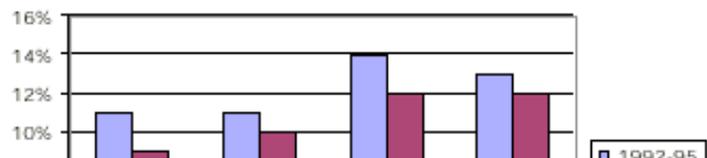
As Graph 3 above illustrates, the subject category "electives" had the largest number of misassignments and was composed of many subjects. Graph 4 illustrates the total misassignments for the four-year cycle in each of the subjects under "electives."

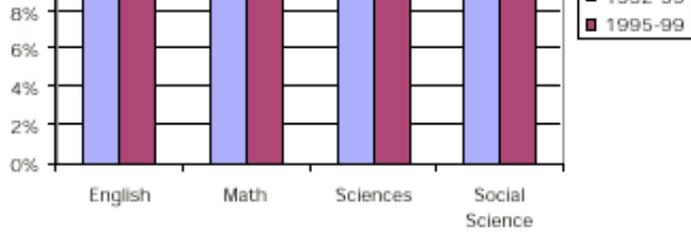
**Graph 4**  
**Total Misassignments in Elective Areas, 1995-99**



After considering electives and ESL, the four academic subject areas still had a high percentage of misassignments: social science (12%), the sciences (12%), mathematics (10%) and English (9%). As illustrated in Graph 5, on the following page, these results are slightly lower when compared to the findings in the 1992-95 report which found that, in the secondary subject areas, the greatest number of misassignments were in the sciences (14%), social science (13%), mathematics and English (both at 11%).

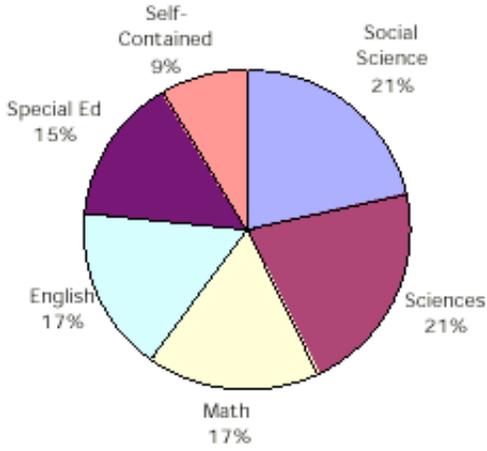
**Graph 5**  
**Comparison of Misassignments in the Four Academic Subject Areas**





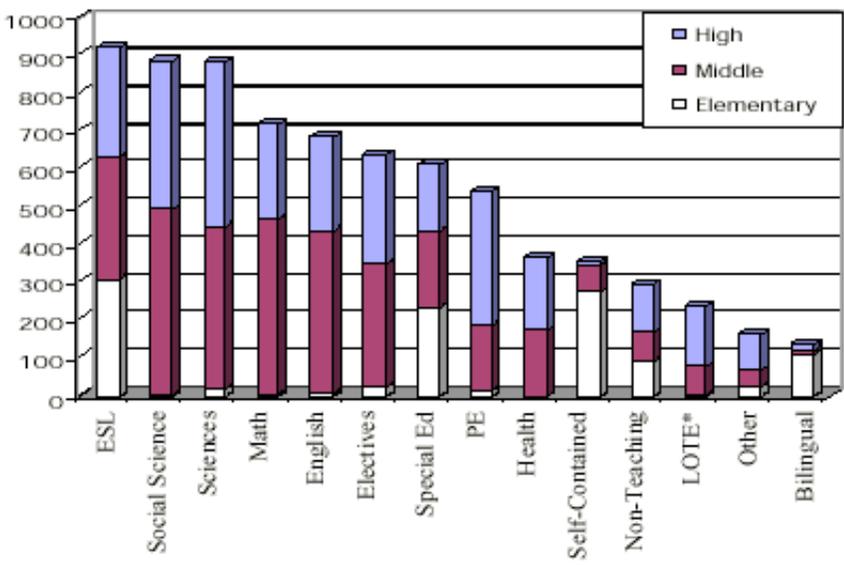
Graph 6 below compares the total misassignments for the 1995-99 cycle in the academic areas only. Social science and the sciences each had the highest percentage of misassignments at 21% with mathematics and English at 17% each.

**Graph 6**  
**Total Misassignments in Academic Areas, 1995-99**



Graph 7 represents a break down of misassignments by school level. Typically the largest number of misassignments are at the middle and high school levels. The review of assignments from 1995-99 found that this remains the case with 44% of the total misassignments at the middle schools and 41% at the high schools. This is comparable to the 1992-95 report that found 46% of the misassignments at the middle schools and 40% at the high schools.

**GRAPH 7**  
**Misassignments by Subject Area & Level, 1995-99**



\*Languages Other Than English

The higher number of misassignments at the middle school level is primarily attributed to the

structure and content of classes under the middle school concept. This structure encourages a variety of innovative programs and classes such as core or the "team" concept that do not fit the traditional credential authorizations. Teachers at the middle school level may hold a Multiple Subject Teaching Credential that authorizes service in a self-contained classroom but may be required to teach a departmentalized class for one or more periods a day. Individuals with Single Subject Teaching Credentials serving at the middle school level are sometimes assigned to teach a class outside the subject area listed on their document and thus create misassignments.

### Information on Assignments Outside the Credential Authorization

California has many provisions within the Education Code that provide avenues for assignment of certificated employees outside their basic credential authorization. These Education Code options allow local school districts the flexibility to assign teachers to teach subjects other than those authorized by the credential held. In most cases, teaching assignments made under these options require the agreement of the school site administrators, the affected teacher and the governing board. Through the Assignment Monitoring and Review Report, the Commission collects information on the most frequently used options. The provisions of these options are summarized below:

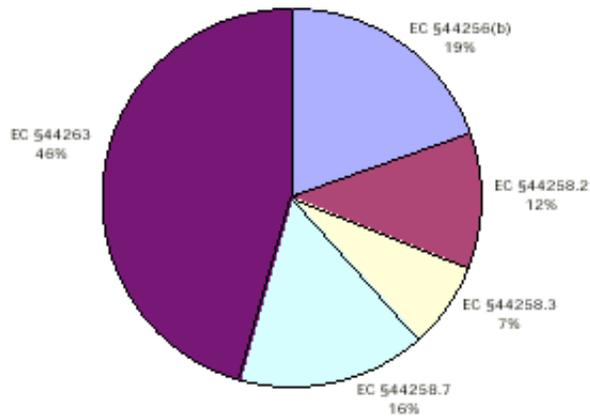
- **§44256(b) (6/12, grades 8 & below)** allows the elementary credentialed teacher to teach subjects in departmentalized classes below grade 9 if the teacher has completed twelve semester units, or six upper division or graduate semester units in the subject to be taught.
- **§44258.2 (6/12, grades 5-8)** allows the secondary credentialed teacher to teach classes in grades 5 through 8, provided that the teacher has a minimum of twelve semester units, or six upper division or graduate semester units in the subject to be taught.
- **§44258.3 (Craven)** allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject-matter competence is verified according to policy and procedures approved by the governing board.
- **§44258.7(c) & (d) (Committee on Assignments)** allows a full-time teacher with special skills and preparation outside his or her credential authorization to be assigned to teach in an "elective" area (defined as other than English, math, science, or social science) of his or her special skills, provided the assignment is approved by the local Committee on Assignments prior to the beginning of the assignment.
- **§44263 (9/18)** allows the credential holder to teach in a departmentalized class at any grade level if the teacher has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work in the subject to be taught.

Almost all assignments made under these Education Code sections are made in the middle grades (6-8) or high schools. Occasionally §44256(b) is used in elementary schools to allow teachers with Multiple Subject or Standard Elementary Credentials to teach specialized subjects in a departmental setting. This is especially prevalent in school districts that provide elementary teachers with release time for planning. The school may have a "release time" teacher for subjects such as art, music, physical education, or science.

The Commission has authority to collect information for the purpose of analysis and reporting to the Legislature. It does not have authority to make a qualitative review of these assignments made in local school districts using Education Code provisions. For example, it is unknown the type of classes (subject content area or curriculum/methods) taken at a college or university or the grades received for the courses used to accumulate the 18 or 9 units required under §44263 or the 12 or 6 units under §44256(b) or 44258.2. For example, under current law a teacher with 18 units broadly distributed across history, psychology, sociology and other social sciences or drama, speech, and English literature, may be given the same authorizations (Social Science or English) for local purposes as those who complete a 45 unit undergraduate program for credentialing purposes.

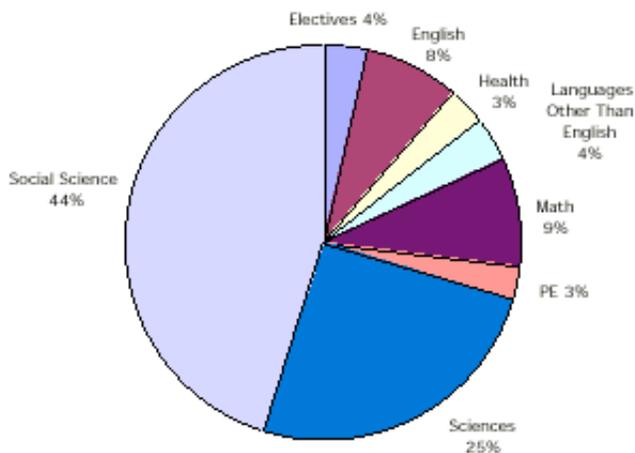
During the monitoring period from 1995-99 there were a total of 12,593 assignments made under these Education Code options. All but four counties reported using Education Code assignment options over the four-year period. [Graph 8](#), on the following page, shows the percentage of teachers assigned under the provisions of each Education Code.

**Teachers Assigned Under Education Code Options, 1995-99**  
**Total: 12,593**



Of these 12,593 assignments, 46% or 5,741, were made under Education Code Section §44263. [Graph 9](#) displays that eighty-six percent of the assignments made under this section were in social science (44%) and the sciences (25%) followed by mathematics (9%) and English (8%).

**Graph 9**  
**Teachers Assigned Under EC §44263, 1995-99**  
**Total: 5,741**

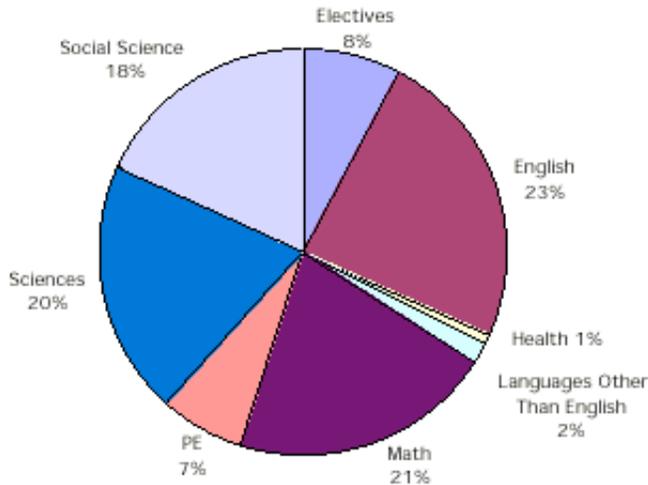


Assignments in the social sciences increased 18% when compared to the 1992-95 monitoring review when they accounted for 26% of the assignments made under this option. The number assigned in the sciences increased by 1%, whereas the numbers in mathematics and English each declined by 6% when compared to the 1992-95 monitoring review.

Of the 5,741 individuals assigned under Education Code §44263, the Commission also collected information on the subject areas of the credentials held by 3,176 individuals. The Commission did not receive information on the subject areas of the credentials held by the individuals assigned under this option in Los Angeles Unified School District for the 1995-96 and 1996-97 school years (2,565 assignments). Of the 3,176 individuals for which we received the information of the subject area of their credential, a high number of those individuals holding credentials in elective subjects were assigned to teach the four core subject areas of English (34%), mathematics (49%), the sciences (26%) and social science (28%). Most noteworthy were the number of individuals holding credentials in physical education assigned to teach courses in the sciences (132), mathematics (111), and social science (92).

Education Code §44256(b) was the second most utilized option during this period at 19%. [Graph 10](#) illustrates that eighty-two percent of the assignments under this option were in the four core subject areas of English (23%), mathematics (21%), the sciences (20%), and social science (18%).

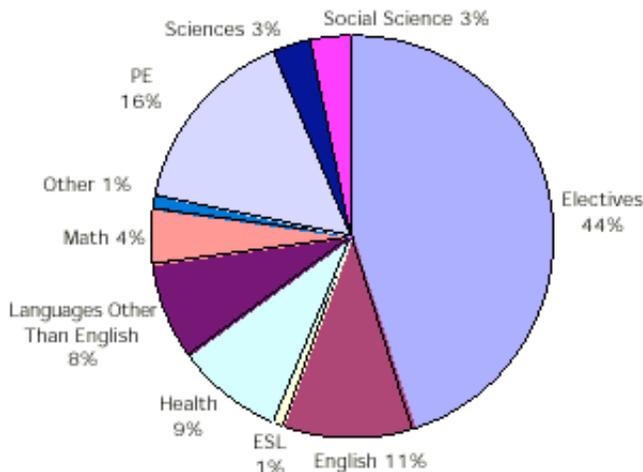
**Graph 10**  
**Teachers Assigned Under EC §44256(b), 1995-99**  
**Departmentalized Classes in Grades K-8**  
**Total: 2,449**



In the 1992-95 monitoring review, Education Code §44258.7 (Committee on Assignments) was found to be the second most used option at 22%. The increased usage of Education Code §44256(b) in the 1995-99 cycle may be attributed to the amendment made to §44258.7 on January 1, 1996 which specified that teacher assignments by local Committees on Assignments must be in elective courses only, defined as courses other than English, mathematics, science and social science. As illustrated in the [above graph](#), eighty two percent of the assignments were in the four core subject areas no longer allowed under §44258.7(c)&(d).

The Committee on Assignments was the third most utilized option during this period at 16%. As illustrated in the [graph below](#), most of the assignments made under §44258.7 were in elective subjects (art, photography, agriculture, and teen skills) which was the original intent of this option -- to allow teachers with "special skills" to teach in the area of that special skill as long as the assignment is approved by the local Committee on Assignments. Because the law was not amended until January 1, 1996, to specify that teacher assignments must be in elective courses only, there are some assignments under this code section for the 1995-96 school year in the non-elective areas. English had the second largest percentage of assignments at 11%. This is due to courses in drama, speech and journalism that fall under the subject of English but receive elective credit. If the courses are not receiving English credit then an individual authorized by the Committee of Assignments may teach them.

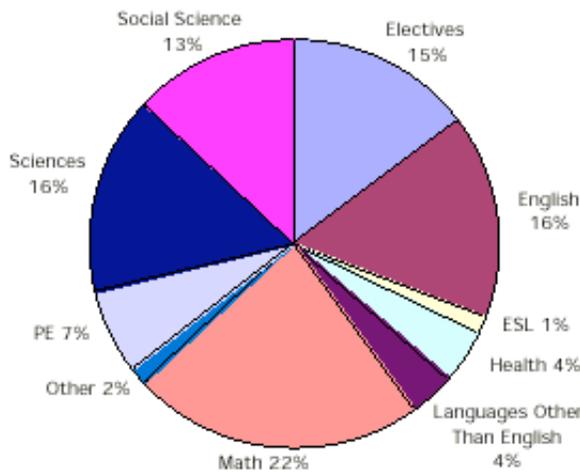
**Graph 11**  
**Teachers Assigned Under EC 44258.7 (Committee on Assignments), 1995-99**  
**Total: 2,024**



Education Code §44258.3 (more commonly known as "Craven" after the bill's sponsor), was the least utilized at 7% over the four year period. As illustrated in [Graph 12](#), on the following page, two-thirds of the assignments under Education Code §44258.3 were in English,

mathematics, social science and the sciences. While most assignments were in these "core" subject areas, this Education Code Section may be used for any subject area.

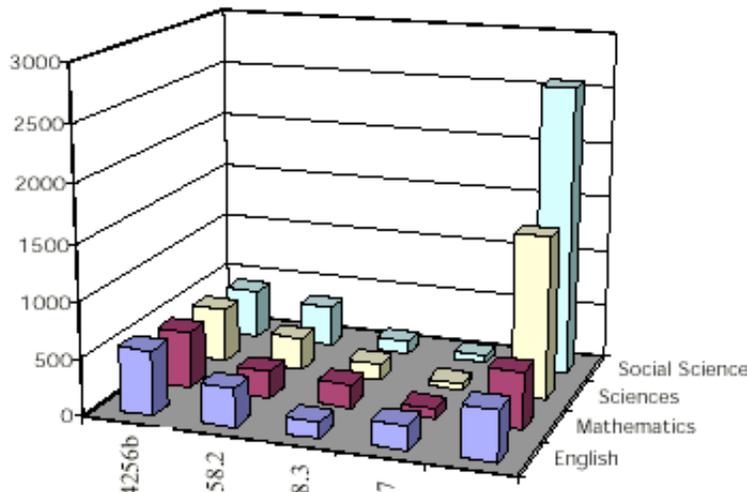
**Graph 12**  
**Teachers Assigned Under EC 44258.3 (Craven), 1995-99**  
**Total: 911**



Effective January 1, 1996, amendments to §44258.3 permanently extended the option by removing a sunset clause, expanded teaching assignments to grades K-12 from K-8, clarified the role of school boards as approving, not establishing, procedures for local assessments and eliminated the requirement that boards review assignments made under §44258.3 annually. In many ways §44258.3 is preferable to the other assignment options because the process involves a professional review of a teacher's ability to teach the subject as opposed to transcript reviews of course work. It was anticipated that the amendments to §44258.3, along with the limitation of §44258.7 (Committee on Assignments) for elective courses, would encourage a higher use of this option. The usage of this Education Code Section remained the same when compared to the 1992-95 cycle. Districts have cited various reasons for not using this option, ranging from lack of knowledge about the option or understanding the process to the amount of work involved in establishing local assessment procedures. Currently the Commission staff is in the process of updating the manual on §44258.3 to make it more user friendly and anticipates sending it to the county offices of education and school districts by January 1, 2001.

Graph 13, on the following page, illustrates the use of Education Code provisions for assignment into subjects generally considered the core of school curricula. During the monitoring period of 1995-99, there were 12,593 assignments made under the five assignment options. Of these, 9,308 (74%) were for the core subjects of English, mathematics, science and social science. Assignments into the social sciences accounted for 28%, the sciences 19%, English 14% and mathematics 12%.

**Graph 13**  
**Total Assignments by Education Code Options**  
**In the Academic Subject Areas, 1995-99**



## Conclusion

After reviewing the assignments for over 293,000 certificated employees as reported by the county superintendents for the four-year cycle from 1995-99, just over 2.5% were found to be misassigned. If the elementary teacher misassignments are not considered (1,030 or .8% of elementary teachers), then 5.7% of the secondary (middle and high school) teachers were misassigned which is comparable to the 1992-95 report that found 5.8% of the secondary teachers misassigned. Of the 7,447 misassignments identified, 3,171 (43%) were found in the four academic subject areas of English, mathematics, the sciences and social science.

During the 1995-99 monitoring cycle 12,593 teachers were assigned under an Education Code assignment option to teach a subject for which they were not credentialed. Of those 12,593 assignments, 9,308 (74%) were assigned to teach in the four academic subject areas of English, mathematics, the sciences and social science.



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## California Commission on Teacher Credentialing

**Meeting of:** December 6-7, 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 and Mazzoni, 1998)

✓ Information

**Prepared by:** Margaret Olebe, Ph.D., Consultant  
Professional Services Division

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

**Professional Services Division**

**December 6, 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 describe a plan for conducting a comprehensive field review of these products.

#### 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.

#### Policy Issues To Be Decided

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?

## Background Information

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 Winter, 2001. The following policy recommendations will be presented to the Commission in draft form in the coming months:

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

Since the last update on the work of the SB2042 Panel for the Development of Teacher Preparation and Induction Standards staff have prepared a detailed plan for the systematic field review of the Standards for Multiple Subjects Waiver Programs, Specifications for the Multiple Subjects Assessment for Teachers (MSAT), Standards for Level 1 Preliminary Teacher Preparation Programs, Level 1 Teaching Performance Expectations, and Standards for Level 2 Induction Programs. The overall goal is to reach as many of the Commission's stakeholders as possible in ways that are most likely to elicit their feedback while reducing overlap of efforts and increasing use of technology when possible. To attain this goal the following strategies will be employed:

- Electronic media will be employed whenever feasible.
- Information will be shared and feedback sought at already scheduled events and meetings whenever feasible to reach specific groups and minimize costs.
- Activities will be specific to targeted audiences so that stakeholders can participate in ways most likely to generate specific feedback on their primary areas of interest and expertise.
- Activities will be organized in each of six (6) regions that are roughly aligned with the 5 BTSA Clusters. The largest BTSA Cluster, 3, has been subdivided. The southernmost counties of Clusters 1 and 2 have been joined with geographically closer centers in the Central Valley and Los Angeles. A map is provided at the end of this item.
- Sponsors of Teacher Preparation (Level 1) and Induction (Level 2) Programs will co-sponsor regionally based activities whenever possible to model the new architecture and relationships of the two tier credential system.

Table One summarizes the proposed plan. Staff anticipates that the field review will take place over a period of approximately four months from the time the draft products are reviewed by the Commission. For each specific communication method, a common set of materials will be distributed to assure accuracy and consistency of the message across the state. Materials will be tailored to the intended target audience, and will include the overviews of the development process and the law, the draft products themselves, and response templates. At the end of the review period, data collected will be collated, analyzed and summarized for the Commission.

Staff is currently in the process of setting the calendar and identifying co-sponsors for each regional public forum. It is anticipated there will be several co-sponsors for each forum. Professional Services Division staff consultants and assistant consultants will facilitate the

public forums and make presentations at scheduled events.

Information provided in this report will be supplemented by an oral presentation at the Commission meeting that summarizes additional work of the advisory panel to date.

**Table One. Field Review Plan**

Method	Audience	Frequency/Duration
1. Paper Response Survey	<ul style="list-style-type: none"> <li>a. Superintendents of 200 Largest School Districts;</li> <li>b. Education Deans, Teacher Education Directors and Liberal Studies Coordinators at Accredited Universities in California N= 440</li> </ul>	Single Distribution at the start of the review.
2. Web-based Response Survey	All Interested Stakeholders N = (unknown)	Duration of the Review
3. Public Forums in Each Region	<ul style="list-style-type: none"> <li>a. K-12 School Board Members, Administrators &amp; Teachers;</li> <li>b. IHE Administrators and Faculty in Education and Arts &amp; Sciences.</li> <li>c. BTSA, Intern &amp; Pre-Intern Staff and Participants;</li> <li>d. County Offices of Education Administrators &amp; Staff</li> <li>e. Members of Professional Education Organizations N = 75 -- 125 per region</li> </ul>	One per region. N= 6 Length = approx. 1.5 hours
4. Executive Briefings	Executive Leadership of: <ul style="list-style-type: none"> <li>a. State Officials: Governor's Office, SBOE, Legislature, etc.</li> <li>b. State Education Agencies: CDE, CPEC</li> <li>c. Higher Education: Community College Chancellor's Office; CSU Chancellor's Office; UC Office of the President; Assn. Of Independent Colleges &amp; Universities.</li> <li>d. Education Organizations: CTA, CFT, ACSA, CSBA, CISC, CCSEA, PTA, CCAC, PASSCO, etc.</li> </ul>	1 Four briefings. Length = 2 -- 3 hours.

N=15 per briefing

5. Presentations at Scheduled Conferences & Events	Members & Officers of Statewide Education Organizations: CASHA, CAPSE, CCET, SCATE, AICCUSET, CSDC, CATESOL, CABE, CASCD, CAPHERD, CUE, etc. N = 8-10 estimated.	Frequency: as invited. Duration: one hour (est.)
6. Webcast/Teleconference potentially replaces one or more of 3, 4, or 5 above.		

**Map of Proposed Field Review Regions.**



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## California Commission on Teacher Credentialing

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

**Agenda Item Number:** PERF-2

**Committee:** Performance Standards

**Title:** Progress Report on Independent Evaluation of the Beginning Teacher Support and Assessment (BTSA) System

✓ Report

**Prepared by:** Terry Janicki, Consultant  
Professional Services Division

### Progress Report on the Independent Evaluation of the Beginning Teacher Support and Assessment (BTSA) System

Professional Services Division

November 15, 2000

#### Executive Summary

The 1999-2000 Budget Act required the California Commission on Teacher Credentialing and the California State Department of Education to select a contractor to complete an independent evaluation of the Beginning Teacher Support and Assessment (BTSA) System. A contractor, WestEd, was selected by the Commission and the Superintendent of Public Instruction in to conduct this evaluation, which includes the following tasks:

- complete a review of existing literature and design a detailed methodology for the comprehensive evaluation study;
- examine the organizational structure of the BTSA System at state and local levels,
- examine the impact of statewide expansion on the quality of the program,
- examine the effect of program participation on increasing the knowledge and skills of beginning teachers, as measured by valid and reliable assessment tools.
- examine the effects of this program on employment retention rates for teachers who complete the Beginning Teacher Support and Assessment System.

The budget language that established the parameters for this study required the Commission to submit a report to the Governor and Legislature by December 31, 2000. This agenda report constitutes a draft status report to the legislature, pending receipt of the first report from the contractor on two of the five required tasks. Staff will present the formal status report to the Commission on January 4, 2001, and seek Commission authorization to forward the report to the Governor and Legislature.

## **Fiscal Impact Statement**

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

## **Policy Issues To Be Decided**

Should the Commission accept the progress report on the Independent Evaluation of BTSA for submission to the legislature?

## **Recommendation**

That the Commission authorize the Executive Director to submit a draft progress report to the Legislature on the Independent Evaluation of BTSA.

## **Background Information**

In the July 1999 Governor Davis signed the Budget Act which included the funds needed to complete an independent comprehensive evaluation of the Beginning Teacher Support and Assessment (BTSA) System. In January 2000 the Commission authorized the Executive Director to release a RFP to complete this evaluation study. In May 2000 the Commission authorized the Executive Director to enter into a contract with WestEd. On June 16, 2000 Department of General Services approved this contract.

To accomplish this independent evaluation of BTSA, the Commission and the Superintendent of Public Instruction expect the contractor, WestEd, working closely with the Interagency BTSA Taskforce to perform the following tasks shall:

- complete a review of existing literature and design a detailed methodology for the comprehensive evaluation study;
- examine the organizational structure of the BTSA System at state and local levels;
- measure the impact of the program's statewide expansion on the quality of the program;
- measure the effect of program participation on increasing the knowledge and skills of beginning teachers, as measured by valid and reliable assessment tools; and,
- examine the effects of this program on employment retention rates for teachers who complete the Beginning Teacher Support and Assessment System.

Each of these tasks is described in more detail below with progress to date noted. Staffs from the CCTC and CDE have met with representatives from WestEd and SRI, the major subcontractor for WestEd, on six occasions between June and October to plan, discuss and approve work in progress.

The budget language that established the parameters for this study required the Commission to submit a report to the Governor and Legislature by December 31, 2000. This agenda report constitutes a draft status report to the legislature, pending receipt of the first report from the contractor on two of the five required tasks. Staff will present the formal status report to the Commission on January 4, 2001, and seek Commission authorization to forward the report to the Governor and Legislature.

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

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

This task has been completed.

## Schedule of Deliverables

Due Date	Deliverable(s)
August 1, 2000	<ul style="list-style-type: none"> <li>Final Report Task 1</li> </ul>
December 31, 2000	<ul style="list-style-type: none"> <li>Final Report Task 2A and Interim Report</li> </ul>
March 1, 2001	<ul style="list-style-type: none"> <li>Final Report Task 2B &amp; 2C</li> </ul>
May 1, 2001	<ul style="list-style-type: none"> <li>Final Report Tasks 3A and 3B</li> </ul>
September 1, 2001	<ul style="list-style-type: none"> <li>Final Report Task 4</li> </ul>
December 1, 2001	<ul style="list-style-type: none"> <li>Final Report Task 5</li> </ul>
December 31, 2001	<ul style="list-style-type: none"> <li>Final Report</li> </ul>

### Task Two: Systems for Tracking Retention Rates for BTSA Participants

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

A draft report for this task was due by November 1, 2000. Based on CCTC/CDE response, this report should be completed in final form by December 15, 2000.

The draft report has been submitted by the contractor, however the final report for this section had not been received by the time that this report was written. Early reports from the contractor, which are consistent with reports from local BTSA directors, indicate that BTSA has a dramatic impact on teacher retention, as summarized below.

#### DRAFT Retention Data For 1999-2000 First Year Teachers

First Year Data Reported By 129 of 133 BTSA Programs

Number of First Year Teachers Teaching After July 1, 2000	Per-Cent of First Year Teachers Still Teaching	In Same School District	At the Same School	Non-Re-elect
14,954	96%	93%	91%	3%

#### DRAFT Retention Data For 1989-99 and 1999-2000 Two Years of Teaching

Number of Teachers Entering Third Year of Teaching	Per Cent Still Teaching	In Same School District	At The Same School	Percent Non-Re-elect After Two Years Total
9,452	94%	92%	90%	4%

Task Two B: The contractor will determine the most effective elements of local retention procedures from Task A and will identify the elements of reliable retention procedures that could be used statewide. The proposed retention procedures will be designed to allow the state to annually complete a rigorously designed statewide retention study that includes data on the number of first and second year teachers that continue teaching at the same school site, or in the same school district, or in some other district. The proposed retention procedures will also provide data as to the reasons that the first and second year teachers were not retained and left teaching. The contractor is to design a retention database that would allow the BTSA Task Force and local BTSA administrators to conduct reliable retention studies on an annual basis.

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

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

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

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

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

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

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

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

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

Case sites for these tasks have been selected and the data will be collected at these sites beginning early in 2001.

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

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

of increased teacher knowledge and skills from a value-added perspective.

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

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

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

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

Case sites for this task have been selected and the data will be collected at these sites beginning early in 2001.

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



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## California Commission on Teacher Credentialing

**Meeting of:**

December 6-7, 2000

**Agenda Item Number:**

PREP-1

**Committee:**

Preparation Standards

**Title:**

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

✓ Action

**Prepared by:**

Helen Hawley, Assistant Consultant  
Professional Services Division

### Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

Professional Services Division  
November 16, 2000

#### Executive Summary

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

#### Fiscal Impact Summary

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

#### Recommendation

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

### Subject Matter Preparation Program Review Panel Recommendations

#### Background

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

panels, according to procedures adopted by the Commission.

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

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

### Recommendation

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

#### Physical Education

- Biola University

#### Languages Other Than English

- Southern California College: Vanguard University (Spanish)
- California State University, Stanislaus (Spanish)
- San Francisco State University (German)



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## California Commission on Teacher Credentialing

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

**Agenda Item Number:** PREP-2

**Committee:** Preparation Standards

**Title:** Pupil Personnel Services Credential Standards Implementation Plan

✓ Action

**Prepared by:** Joseph Dear, Ed.D., Consultant  
Professional Services Division

### Pupil Personnel Services Credential Standards Implementation Plan

#### Professional Services Division

November 6, 2000

#### Executive Summary

In October 2000, the California Commission on Teacher Credentialing adopted new *Standards of Program Quality and Effectiveness for Pupil Personnel Services Programs with Specializations in School Counseling, School Psychology, School Social Work and Child Welfare and Attendance Services*. This agenda report presents a proposed timeline for the implementation of the standards.

#### Policy Issue To Be Resolved

What is an appropriate plan for implementing the Pupil Personnel Services Standards adopted by the Commission at its October 2000 Meeting?

#### Fiscal Impact Analysis

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

#### Staff Recommendation

That the Commission adopt the timeline for the implementation of the Pupil Personnel Services Credential Standards, adopted by the Commission at its October 2000 Meeting.

## Background Information

At its October 2000 meeting, the Commission adopted new *Standards of Program Quality and Effectiveness for Pupil Personnel Services Programs*. These standards will guide the preparation of school counselors, school psychologists, school social workers and child welfare and attendance providers in California. The PPS Advisory Panel that was appointed by the Commission worked for over two years, gathering data and otherwise assessing necessary changes to be made to prepare these service providers for the Twenty-first Century. This implementation plan describes the timeline for implementation of the new standards.

Commission staff will hold regional meetings inviting college and university program coordinators to attend in order to answer questions and address concerns they might have about the new standards and their implementation. The timeline provides adequate time for institutions to make appropriate changes to their programs and to submit them to the Committee on Accreditation for initial accreditation.

All institutions offering PPS Credential Programs will be encouraged to begin addressing the new standards as quickly as possible. Staff will invite institutions to participate in a pilot study of the use of the new standards early in 2001.

In addition to the development of the new standards, the Commission's PPS Advisory Panel made other recommendations for the Commission's consideration. Those recommendations will be brought to the Commission at a later date.

## Proposed Timeframe for Implementation of Standards for Pupil Personnel Services Credential Programs with Specializations in School Counseling, School Psychology, School Social Work and Child Welfare and Attendance

<b>October 2000</b>	On October 5, 2000, the Commission adopted the <i>Standards of Program Quality and Effectiveness for Pupil Personnel Services Programs with Specializations in School Counseling, School Psychology, School Social Work and Child Welfare and Attendance Services</i> .
<b>January 2001</b>	The Commission staff will conduct regional meetings to discuss implementation of new standards with college and university program coordinators and faculty.
<b>January 2, 2001</b>	In response to the standards, institutions may submit programs for approval on or after January 2, 2001. Once a "new" program is approved, all students who were not previously enrolled in an "old" program must enroll in the new PPS Credential Program. Credential candidates may complete an old program only if they enrolled in it (1) prior to January 2, 2003, or (2) prior to the commencement of the new program at their campus (whichever occurs first).
<b>Feb.-March 2001</b>	The Commission selects and trains program review panels consisting of post-secondary educators and practitioners to review and make recommendations for approval of institutional program proposals based on the new standards.
<b>2001-2003</b>	Program Review Panels review program proposals, based on the adopted standards, as they are submitted. The Committee on Accreditation considers the recommendations of the review panels, and grants initial accreditation of credential programs in accordance with the <i>Accreditation Framework</i> .
<b>January 2, 2003</b>	All continuing Pupil Personnel Services (PPS) Credential Programs must submit program proposals to the Commission showing how they meet the new standards. This would include all school counseling, school psychology, school social work and child welfare and attendance credential programs. "Old" programs that are based on the Commission's 1991 standards must be superseded by new programs. After January 2, 2003, no new credential candidates may enroll in an old program, even if a new program is not yet available at their institution.

**2000 - 2003**

Institutions with PPS Programs scheduled for accreditation visits during the academic years 2000-2001, 2001-2002 and 2002-2003, have the option of using the new standards or the old 1991 PPS Credential Program Standards and preconditions for their self-study document. Institutions scheduled for accreditation during the academic year 2003-2004 and beyond must use the new standards.

**June 30, 2005**

The final date for candidates to complete Pupil Personnel Services Credential Programs, including school counseling, school psychology, school social work and child welfare and attendance under the "old" (pre-2001) standards is June 30, 2005. To qualify for an "old" PPS Credential based on an old program, candidates must have entered the program (1) prior to January 2, 2003 or (2) prior to commencement of the new program at their campus (whichever occurs first), and they must complete the "old" program by June 30, 2005.



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## California Commission on Teacher Credentialing

**Meeting of:**

December 6-7, 2000

**Agenda Item Number:**

SS-1

**Committee:**

Committee of the Whole

**Title:**

Regional Accreditation: An Overview of the Western Association of Schools and Colleges Accreditation Process and Commission Policies, Regulations and Guidelines

✓ Information

**Prepared by:**

Mary Vixie Sandy, Interim Director  
Professional Services Division

### Regional Accreditation: An Overview of the Western Association of Schools and Colleges Accreditation Process and Commission Policies, Regulations and Guidelines

#### Professional Services Division

November 17, 2000

#### Overview of this Report

During the last eight years, the Commission has received multiple requests to waive the requirement for regional accreditation for colleges and universities that seek to offer educator preparation programs. The Commission has adopted specific policy principles, guidelines and criteria for the consideration of these requests. The most recent request for a waiver of regional accreditation was submitted by an institution that does not seek to offer educator preparation programs. In considering this request, the Commission directed staff to provide additional background information about (1) prior Commission actions in this area and (2) the Western Association of Schools and Colleges (WASC) Accreditation process. This report provides background information about the Commission's policies and requirements related to regional accreditation for institutions and an overview of the WASC Accreditation process. Dr. Ralph Wolff, Executive Director of WASC will be present for the study session on regional accreditation during the December meeting.

#### Policy Issue To Be Resolved

Should the Commission amend its policies regarding regional accreditation?

#### Fiscal Impact Analysis

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

## Background Information

The Commission has addressed periodically the general topic of the accreditation status of institutions of higher education offering baccalaureate degrees, or preparation programs for professional credentials in California, or both. In January, February, and May 1994, the Preparation Standards Committee addressed several aspects of this topic. In November 1994, the Commission adopted significant new policy regarding regional accreditation and conditions under which this requirement could be waived. In 1995, the Commission adopted new regulations regarding non-regionally accredited institutions. The Education Code, Title 5 regulations and Commission policy, clearly require the Commission to hold for regional accreditation.

Since 1994 the Commission has acted to waive the requirement for regional accreditation for four institutions. Each of the four institutions that have been granted limited waivers in the past are offering teacher preparation programs in addition to subject matter programs that must be accredited or approved by the Commission and the Committee on Accreditation. Two of institutions were new campuses within the California State University system, and two were small private institutions. In considering the waiver request from one of those institutions, National Hispanic University, the Commission formulated a policy framework for the consideration of requests to waive the regional accreditation requirement. Subsequent requests from the California State University campuses and from Inter-American College were considered in relation to the Commission's adopted policy framework

During its October 2000 meeting, the Commission heard and considered a request from LIFE Bible College for a waiver of the regional accreditation requirement. LIFE Bible College does not currently offer teacher preparation programs or subject matter programs, and this request is not conjoined with a request to approve such programs. Rather, LIFE Bible College is seeking a waiver of this requirement so that their graduates may enter accredited teacher preparation programs at other colleges and universities and use their degrees for the credential. LIFE Bible College recently achieved *Candidacy* from the Western Association of Colleges and Universities (WASC) and is currently working toward full accreditation status. Following considerable discussion in October, the Commission tabled a motion to grant a limited waiver of regional accreditation to LIFE Bible College. Staff was directed to bring the following information to a subsequent Commission meeting:

- (1) the rationale behind the Commission's change of policy and regulations in 1995 that eliminated the option for graduates of non-regionally accredited colleges and universities to have their degrees accepted for the teaching credential, subject to completion of all other credential requirements; and
- (2) more specific information from WASC about their purposes, procedures and timelines.

Commissioners also expressed concern, that a decision about LIFE Bible College could have implications for future requests of this nature, and an interest in making this decision based on a broader policy framework.

This agenda report responds to the first request for information and describes the Commission's currently adopted policy framework for the consideration of requests to waive regional accreditation. The second request will be addressed by representatives from WASC during the Commission's study session on regional accreditation. This report is organized into Three parts: Part 1 summarizes relevant statutes, regulations and policies; Part 2 details the Commission's previously adopted policy framework regarding the waiver of regional accreditation; and Part 3 summarizes the WASC accreditation process. Representatives from LIFE Bible College requested that their request for a waiver be considered after the Commission engaged in a study session on this topic. Therefore this report does not contain information related to the LIFE Bible College request.

## Part 1. Relevant Statutes, Regulations and Policies Regarding Regional Accreditation Requirements

The Education Code includes the following sections and provisions related to the accreditation status of institutions attended by candidates for teaching credentials.

**44225.** The Commission shall do all of the following

(a) Establish professional standards, assessments and examinations for entry and advancement in the education profession . . . (including) . . . the following:

(1) The preliminary teaching credential, to be granted upon possession of a baccalaureate degree from a regionally accredited institution . . .

**44227.** (b) Notwithstanding any provision of the law to the contrary, the commission may approve for credit any coursework completed for credential purposes or for step increase in programs offered in California by out-of-state institutions of higher education which meet the requirements prescribed by subdivision (a) of Section 94310<sup>1</sup> only if the program of courses is offered by a regionally accredited institution and evidence of satisfactory evaluation by both that accrediting body and the Western Association of Schools and Colleges is submitted by the out-of-state institution to the commission for the purposes of seeking approval of the program and any courses within that program for the purposes of obtaining a credential in California.

**44259.** (b) The minimum requirements for the preliminary multiple and single subject teaching credential are:

(1) A baccalaureate degree or higher degree from a regionally accredited institution of postsecondary education.

For the award of a preliminary teaching credential, state law requires the possession of a baccalaureate or higher degree from a regionally accredited institution of postsecondary education.

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<sup>1</sup> This section of the Education Code refers to standards for post secondary institutions under the purview of the Council for Private Postsecondary and Vocational Education.

### **Commission Policies and Regulations Regarding Regional Accreditation**

The following paragraph is transcribed from the Policy Manual, Commission on Teacher Credentialing, Part II, Chapter 2, Article 1, Section 1120 (May, 1992):

**1120.** Approval Limited to WASC Accredited Institutions Except Designated Subjects.

Except for Designated Subjects Credentials, the Commission shall accept preparation program applications only from institutions granting baccalaureate and/or graduate level academic credit and that are accredited by the Western Association of Schools and Colleges (WASC), the latter which has been approved by the Council on Postsecondary Accreditation and the United States Department of Education.

On February 4, 1994, the Commission adopted the following additional policy, as recommended by the Preparation Standards Committee:

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

Building on this 1994 policy, in 1995, the Commission adopted the following regulations for the acceptance of college or university work for purposes of certification in California:

**80457. Acceptance of College or University Work for Purposes of Certification in California.**

(a) For the purposes of certification, a degree must be completed in a regionally accredited institution of higher education, unless otherwise stated in statutes or regulations. Coursework taken at an institution of higher education

that is not regionally accredited, may be used towards certification if it is accepted by a regionally accredited institution of higher education for degree granting purposes, unless otherwise stated in statutes or regulations. A degree taken at an institution of higher education that is not regionally accredited but that was accepted towards certification under prior regulations, may be used towards future certification. An individual holding a degree taken at an institution of higher education that is not regionally accredited but who is given unconditional graduate standing by a regionally accredited institution and is admitted to a Commission-approved credential program by July 1, 1995, may use the degree toward certification only if the individual qualifies and applies for the credential by July 1, 1997.

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

Continuing requests for limited-term waivers of current requirements for regional accreditation of baccalaureate degree programs and professional preparation programs raises the general policy issue of whether the Commission would ever set aside its current policies in this area and, if so, what conditions or circumstances would merit such a waiver. State law authorizes, but does not require, the Commission to grant such waiver requests. The relevant statutes regarding the authority of the Commission to grant such a request are presented next, with the key phrases underlined for emphasis.

### Statutory Authority for Granting Waivers

All of the provisions of the Education Code regarding waivers follow.

**44225.** The Commission shall do all of the following:

(m) Review requests from school districts, county offices of education, private schools, postsecondary institutions, and individual applicants for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The Commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will, or has been, completed by the credential candidate or candidates affected or that a waiver is necessary to accomplish any of the following:

- (1) Give a local education agency one semester or less to address unanticipated, immediate, short-term shortages of fully qualified educators by assigning a teacher who holds a basic teaching credential to teach outside of his or her credential authorization, with the teacher's consent.
- (2) Provide credential candidates additional time to complete a credential requirement.
- (3) Allow local school districts or schools to implement an education reform or restructuring plan.
- (4) Temporarily exempt from a specific credential requirement small, geographically isolated regions with severely limited ability to develop personnel.
- (5) Provide other temporary exemptions when deemed appropriate by the Commission.

Under the provisions of subsections 1 and 2 (above) the Commission has provided considerable relief to school districts that are experiencing shortages of teachers and specialists in high demand areas. The Commission has received, considered and granted four requests since 1994 to waive the regional accreditation requirements for the baccalaureate (or higher) degree, and for state accreditation of credential preparation programs.

## Part 2. Policy Framework for Considering Waivers of Regional Accreditation

In November, 1994, the Commission acted to reaffirm the regional accreditation requirement for the acceptance of baccalaureate or higher degrees that are required for credentials, but consider, on a case-by-case basis, requests to waive the regional accreditation requirement for the state accreditation of *credential preparation programs*. The Commission decided to grant such requests in accordance with four principles, special guidelines and specific conditions which were adopted for this purpose.

The effect of this decision was to create a more permissive policy for accreditation requirements related to credential preparation programs, while retaining the current policy of requiring regional accreditation for acceptance of academic degrees (baccalaureate degrees and higher degrees). The four principles for granting waivers were intended to guide the consideration of requests to waive the regional accreditation requirement for *credential preparation programs*.

These four principles establish a framework for considering waivers of state law or Commission policy regarding *individual applications for credentials*. However, the Commission's regional accreditation requirements are policies that affect the qualifications of all candidates graduating from a particular institution. These policies are closely related to the Commission's effort to establish and maintain standards of quality and effectiveness for college or university-based programs of credential preparation. Toward that end, the Commission also adopted specific guidelines and criteria, listed below, to guide consideration of waiver requests in this area.

### Principles

- (1) Waivers are temporary and are intended to mitigate the adverse impact of credential requirements by providing additional time for individuals to meet those requirements, and;
- (2) Waivers are granted to enable educational institutions to achieve goals established by the state, and;
- (3) Waivers are permissible if the outcome of such a waiver will provide significant help in addressing identified critical needs of schools and school children, and;
- (4) Waivers are permissible if there are accompanying mechanisms for assuring that Commission standards are not lowered and that quality of preparation is maintained under the waiver provisions.

### Guidelines

- (1) The waiver may be granted for no more than three years, and is predicated on initial approval or accreditation of the proposed professional programs. This means that the waiver, if granted, establishes the institution's *opportunity* to have its credential preparation program(s) reviewed for approval or accreditation. Granting the waiver does not constitute approval or accreditation of the program(s).
- (2) An extension of the waiver beyond its initial term may be considered only if the institution has achieved at least candidacy status from WASC during the initial waiver period.
- (3) An extension of the waiver beyond its initial term may be considered only if the credential preparation programs are found to meet all applicable standards adopted by the Commission. During the initial waiver period, the institution will be visited by a Commission accreditation team, which will use the adopted *Accreditation Framework* and all applicable standards for credential programs being offered under the waiver. With the consent of the Committee on Accreditation, the team will be augmented to include at least one higher education member who is knowledgeable about WASC Standards. The report of this team will be included in any consideration of extending the waiver, which may be granted only if the team finds that all standards are fully met.

### Specific Conditions

- (1) All baccalaureate degree graduates from the institution who seek Multiple Subject Credentials will take and pass the Multiple Subjects Assessment for Teaching before being admitted to the professional preparation program. The institution will submit its subject matter program for review by the Commission. Should it receive approval, only those graduates who have completed the approved subject matter program will be exempt from the MSAT.
- (2) Candidates pursuing Single Subject Teaching Credentials will take and pass the appropriate subject matter examinations before being admitted to the professional preparation program.
- (3) For admission to the professional preparation program, all candidates will be required to have a satisfactory grade-point average (GPA) of 3.0 in undergraduate studies.
- (4) All courses that are prerequisite to admission to the professional preparation program must be completed before candidates enroll in the program.
- (5) To be admitted to a BCLAD program, all candidates will be required to pass a bilingual entrance examination at the 2.0 level of language proficiency on the Foreign Service Institute (FSI) scale. To be recommended for BCLAD credentials, all candidates must achieve an FSI level of 3.0 in Spanish language proficiency.
- (6) The Commission will appoint a visiting team to review the teacher preparation programs at the institution after the second year of the waiver. The team will submit a written report of its findings to the Commission and the Committee on Accreditation. An extension of the waiver beyond three years will be considered only if the team finds that all applicable standards are fully met.
- (7) Within the three year period, the institution will have achieved candidate status under the WASC standards, as a condition for any consideration of a waiver extension.

### **Part 3. WASC Policies on Attaining Regional Accreditation**

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

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

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

The institution submits an eligibility report responding to each of the eligibility criteria and a

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

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

Accreditation -- An institution may seek accreditation after an appropriate period of Candidacy. It must have graduated at least one class in one or more of its principal programs. The institution is required to undergo an extensive and comprehensive self-study followed by an on-site evaluation of institutional performance. Accreditation means that the institution meets the WASC standards and is likely so to continue. In addition it demonstrates that an institution operates at a high level of quality consistent with its stated purposes; that it has documented the availability of sufficient resources to support existing and planned programs at a satisfactory level of quality; and that it has committed itself to institutional improvement, periodic self-evaluation, and continuing compliance with WASC standards, policies and procedures.



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