



See Also: [Minutes of the April Commission Agenda](#)

Web-Posted March 26,
2002; Updated April
15, 2002

April Commission Agenda

April 11, 2002
Commission Offices, 1900 Capitol Avenue
Sacramento, CA 95814

► NOTE: All linked agenda items are in [PDF](#) Format...

Thursday, April 11, 2002 - *Commission Office*

- 1. Appeals and Waivers (Committee Chairman Madkins) 8:00 a.m.**
 - 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

- 2. Executive Committee (Chairman Bersin) 8:30 a.m.**
 - EXEC-1 Approval of the January 10, 2002 Executive Committee Minutes
 - EXEC-2 Review of Applications for Committee of Credentials Vacancy

- 3. General Session (Chairman Bersin) 9:00 a.m.**

The Commission will immediately convene into Closed Session

Closed Session (Chairman Bersin/Vice Chairman Madkins)

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

- 4. General Session (Chairman Bersin) 10:30 a.m.**
 - GS-1 Roll Call
 - GS-2 Pledge of Allegiance
 - GS-3 Approval of the [March 2002 Minutes](#)
 - GS-4 Approval of the April 2002 Agenda

- GS-5 Approval of the April 2002 Consent Calendar
- GS-6 Annual Calendar of Events - for Information
- GS-7 Chair's Report
- GS-8 Executive Director's Report
- GS-9 Report on Monthly State Board Meeting

5. Legislative Committee of the Whole (Committee Chair Madkins)

- LEG-1 Status of Legislation of Interest to the Commission
- LEG-2 Analyses of Bills of Interest to the Commission -- Posted
April 15, 2002

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

- FPPC-1 Update on the Governor's Budget for Fiscal Year 2002-03

7. Preparation Standards Committee of the Whole (Committee Chair Katzman)

- PREP-1 Update on Implementation of California's New Credentialing Standards Under SB 2042
- PREP-2 Review of the Implementation of the Reading Standard and the Reading Instruction Competence Assessment (RICA) in Multiple and Single Subject Teacher Preparation Programs

8. Performance Standards Committee of the Whole (Committee Chair Johnson)

- PERF-1 2002-03 Test Fees for Teacher Credentialing Examinations
▶ Addendum to PERF-1 (In-Folder) -- Posted April 9, 2002

9. Credentialing and Certificated Assignments Committee of the Whole (Committee Chair Fortune)

- C&CA-1 Teacher Supply in California 2000-01: Fourth Annual Report (Required by 44225.6EC)
- C&CA-2 Proposed Amendments to Title 5 Section 80054 Pertaining to the Requirement for the Administrative Services Credential

10. Reconvene General Session (Chairman Bersin)

- GS-10 Report of Appeals and Waivers Committee
- GS-11 Report of Closed Session Items
- GS-12 Report of the Executive Committee
- GS-13 Commission Member Reports
- GS-14 Audience Presentations
- GS-15 Old Business
 - Quarterly Agenda for Information
 - April, May and June 2002

GS-16 New Business
GS-17 Adjournment

All Times Are Approximate and Are Provided for Convenience Only
Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

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

Reasonable Accommodation for Any Individual with a Disability

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

NEXT MEETING:

May 1-2, 2002

**California Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95814**

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 1547
Author:	Senator Soto
Sponsor:	California Association of Bi-lingual Educators (CABE)
Subject of Bill:	English language learners
Date Introduced:	February 20, 2002
Status in Leg. Process:	Senate Committee on Education (hearing not set)
Current CCTC Position:	None
Recommended Position:	Oppose unless amended
Date of Analysis:	April 9, 2002
Analyst:	Dan Gonzales

Summary of Current Law

The law requires a person to meet certain specified requirements to qualify for a Professional Clear Multiple or Single Subject Teaching Credential. The requirements for this credential include completion of a teacher preparation program, California Basic Educational Skills Test (CBEST), Reading Instruction Competence Assessment (for a multiple subject credential), teaching of reading, subject matter competence and a program of a beginning teacher induction.

Summary of Current Activity by the Commission

In 1994, the Commission adopted content specifications and program standards for the Cross-cultural, Language and Academic Development (CLAD) and Bilingual Cross-cultural, Language and Academic Development (BCLAD) emphasis credential. This credential authorizes the holder to teach English learners in mainstream and specialized classroom settings.

In 1998, pursuant to SB 2042 (which was authored by Senator Deirdre Alpert and then Assembly Member, now Secretary for Education Kerry Mazzone) the Commission launched a series of reforms in teacher credentialing that resulted in the development of new standards for subject matter preparation, professional preparation, and induction into

teaching. The new standards and requirements for earning a multiple or single subject teaching credential were based on both a job analysis and a validity study, in which two separate independent contractors surveyed teachers, school administrators and teacher educators about the knowledge and abilities needed in teaching. The validity study supported the current CLAD specifications for teaching English language development (ELD) and specially designed academic content in English or SDAIE, and for using culturally responsive approaches in the classroom to improve student achievement and were incorporated into the new SB 2042 standards.

The Commission approved new Teacher Preparation and Subject Matter Standards at its September 2001 meeting. The new standards include pursuant to AB 1059 (Ducheny, 1999) and based on the findings of the job analysis and validity study, preparation to teach English learners that is equivalent to the requirements of CLAD. The new standards require sponsors of preparation programs to prepare teachers to teach English learners and all other learners the academic content and performance standards for students adopted by the State Board of Education. The standards are responsive to other laws and policies that have been enacted since the development of CLAD that changed the way services are delivered to English Learners in public schools.

Address Breadth and Depth Requirements. The breadth and depth called for in the CLAD requirements are distributed across the following three sets of standards:

- Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subjects Teaching Credential;
- Standards of Quality and Effectiveness for Professional Teacher Preparation Programs; and
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs.

As a result, future teachers learn the foundations needed for teaching English learners in their undergraduate coursework (e.g., linguistics), and build on these foundations during professional preparation while learning specific methods in English language development (ELD), specially designed academic instruction in English, and culturally inclusive approaches in the classroom. Finally, during their induction program, new teachers practice, refine, and further develop their knowledge and skill in teaching English learners.

In this new system, teachers of English learners obtain the knowledge and skill needed to teach California's diverse student population as part of their basic preparation for a teaching credential instead of as an "add-on" to the basic credential, which mirrors the process teachers go through as they learn to teach reading. Preparation to teach English learners is distributed across three years which includes preparation and early entry into the profession. The bulk of this preparation occurs before a candidate earns their first teaching credential.

Align with Academic Content Standards and Other State Policies. In the newly adopted standards, the knowledge and skills embodied in the CLAD domains have been updated to reflect current knowledge and policy related to teaching English learners. This includes alignment with the teaching of reading as set out in the English Language

Arts Standards and Reading Language Arts Framework for K-12 schools, the English Language Development Standards, and the California English Language Development Test (CELDT).

Language Requirement. The CLAD Emphasis Credential currently calls for six semester units of a foreign language or equivalent. There are now more than 20 definitions of equivalency in regulations, and candidates may complete this requirement up to one year after completing other credential requirements. This does not provide the background knowledge and understanding about the cognitive learning challenges in language acquisition that was originally intended. The foreign language requirement is more effectively met through admission and graduation requirements for the Bachelor's Degree. Currently both the University of California and California State University require foreign language for admission.

Analysis of Bill Provisions

This measure would state the Legislature's intent that when the Commission requires teachers to develop skills to teach English language learners pursuant to the English language learner law to supplement, but not replace, the more specialized services offered by individuals who obtain a certificate to instruct limited-English-proficient pupils pursuant to the CLAD law.

Comments.

CLAD addressed in new standards. Instead of requiring teacher preparation candidates to take an "add-on" CLAD course, the Commission's new standards ensure that the knowledge, skills and abilities to teach English learners effectively to the K-12 academic content standards are woven into the teacher preparation and induction standards.

This bill is unnecessary. Since the Commission's new standards address this issue, this bill is unnecessary and should be amended.

Fiscal Analysis

This measure would not have any direct fiscal impact on the Commission.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.

4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend

to fragment or undermine the cohesiveness of the preparation of credential candidates.

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

Organizational Positions on the Bill

Support

No known support on this version of the bill.

Oppose

No known opposition on this version of the bill.

Suggested Amendments

The Commission suggests that this bill be amended to address an issue that has not already been addressed.

Reason for Suggested Position

OPPOSE UNLESS AMENDED – Commission staff is recommending the Commission oppose this bill unless it is amended to address an issue that has not already been addressed.

Bill Analysis
California Commission on Teacher Credentialing

Bill Number: Assembly Bill 2120

Author: Assembly Member Joseph Simitian

Sponsor: Author

Subject of Bill: Professional development block grant

Date Introduced: February 19, 2002

Status in Leg. Process Assembly Education Committee

Current CTC Position: None

Recommended Position: Seek Amendments

Date of Analysis: March 22, 2002

Analyst: Anne L. Padilla

Summary of Current Law

Current law provides for a number of teacher preparation and professional development programs. Among these programs are the English Language Acquisition Program (Education Code Section 400), the High School Coaching Education and Training Program (Education Code Sections 35179.1 and 3579.3), the Marian Bergeson Beginning Teacher Support and Assessment program (Education Code Section 44279.1), the California Pre-Internship Teaching program (Education Code Section 44305), the Alternative Certification (Intern) program (Education Code Section 44380), the California School Paraprofessional Teacher Training program (Education Section 44390), the National Board for Professional Teaching Standards Certification Incentive Program (Education Code Section 44395), the California Mathematics Initiative for Teaching (Education Code Section 44400) the California Peer Assistance and Review Program for Teachers (Education Code Section 44500), the Instructional Time and Staff Development Reform Program (Education Code Section 44579), the Education Technology Staff Development Program (Education Code Section 44730), Readers for Legally Blind Teachers (Education Code Section 45370), the California Technology Assistance Project (Education Code Section 51871), the Education Technology Professional Development Program (Education Code Section 52272) the California Professional Development Institutes (Education Code Section 99220), the Mathematics and Reading Professional Development Program (Education Section 99230).

Teacher *preparation* programs prepare teaching candidates both in subject matter content and teaching skills to serve as newly certificated teachers in California classrooms. Candidates must meet all credential requirements and are authorized to teach in any district in the *state*. Teacher *professional development* programs seek to enrich and deepen the skills and knowledge of fully certificated teachers throughout their teaching career. Education Code Section 44277 requires teachers to complete 150 hours of professional development, as specified, every five years for the renewal of a teaching credential.

Summary of Current Activity by the Commission

Currently, the Commission administers the following state funded alternative *preparation* and support grant programs: the California School Paraprofessional Teacher Training Program, the Pre-Internship Teaching Program, the Alternative Certification (Intern) program, the Beginning Teacher Support and Assessment program (jointly administered with the California Department of Education) and the California Mathematics Initiative for Teachers program.

In addition, the Commission issues Pre-Intern certificates, Intern credentials and professional clear teaching credentials to candidates completing requirements and receiving recommendations by those programs.

Analysis of Bill Provisions

AB 2120 would streamline and consolidate 19 teacher *preparation* and *development* programs with the intent to: 1) streamline programs with similar purposes; 2) simplify the administrative process; 3) provide flexibility to districts; and 4) gain funding efficiencies. The programs targeted for consolidation are:

- English Language Acquisition program;
- High School Coaching Education and Training program;
- Marian Bergeson Beginning Teacher Support and Assessment (BTSA) program;
- California Pre-Internship Teaching program;
- Alternative Certification (Intern) program;
- California School Paraprofessional Teacher Training program;
- National Board for Professional Teaching Standards Certification Incentive program;
- California Mathematics Initiative for Teaching program;
- California Peer Assistance and Review Program for Teachers;
- Instructional Time and Staff Development Reform program;
- School Development Plans;
- Education Technology Staff Development program;
- Readers for Legally Blind Teachers;
- California Technology Assistance Project
- Educational Professional Development program;
- California Professional Development Institutes;
- Mathematics and Reading Professional Development program;
- Pre-intern Teaching Academies

- Instructional Support for Secondary Schools in Reading.

This concept was recommended as a part of the Office of the Legislative Analyst's (LAO) *Analysis of the 2002-03 State Budget*. In the *Analysis*, the LAO recommends the establishment of five education block grants that they believe will increase local school district control, encourage more effective use of funds, provide clearer program directives and clearer lines of accountability. The five grant block categories are: academic improvement, compensatory education, alternative education school safety and teacher support and development. AB 2120 contains provisions similar to the LAO teacher support and development block grant.

The LAO recommended teacher support and development block grant would consolidate 18 existing programs and create a new formula-based block grant with the goal of increased local flexibility and effectiveness to support teacher development. The block grant would provide a total of \$772 million of Proposition 98 funds plus other funds for teacher support and professional development activities.

Analysis of Fiscal Impact of Bill

The Commission administers grant funds in the amount of approximately \$136 million for Paraprofessional Teacher Training program, California Pre-Internship Teaching program, the Alternative Certification (Intern) program, the Beginning Teacher Support and Assessment program (jointly administered with the California Department of Education) and the California Mathematics Initiative for Teaching program. While AB 2120 does not yet address who would administer the new block grant, the LAO has recommended that the CDE serve as the administering agency. Under this scenario, local assistance funds currently administered by the Commission for credentialing purposes (or for teacher preparation purposes) would be administered by the California Department of Education.

Analysis of Relevant Legislative Policies by the Commission

- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**

Organizational Positions on the Bill

While no formal positions have been taken at this time, several education agencies have communicated informal concerns to the author.

Staff Recommendation

Staff recommends a “Seek Amendments” position on the bill to remove reference to the Paraprofessional Teaching Program, the Pre-Internship Program, the Alternative Certification Program and the Beginning Support and Assessment program.

Reasons for Suggested Position

- 1. The proposal treats teacher preparation and staff development as one in the same:** The proposal does not distinguish between teacher preparation programs and staff development programs. The charge, locus of responsibility and needs of the intended recipients are very different in these two program categories.

Teacher preparation programs prepare new teachers through multiple routes of standards-based preparation culminating in *state* certification. These new teachers need preliminary training in such areas as classroom management, instructional theory, teaching methods, child and adolescent development and working effectively with parents. Under SB 2042 all teaching candidates will be required to prove their knowledge and skills in a classroom setting by successfully passing a teaching performance assessment (TPA) to receive their preliminary *state* certification.

With staff development programs, the focus shifts to *local* needs and requirements of school districts and personal growth goals of individual teachers. In staff development programs, new teachers build on the initial knowledge and skills gained in their teacher preparation program and focus on the special requirements of their *local* school districts and student populations.

- 2. The proposal may delay state certification for some candidates, diminish alternative routes to the profession and in general reduce the ability for the state to achieve statewide policy goals:** The bill does not address whether a district must provide all of the block granted programs or ascribe a funding priority for those programs that fulfill state requirements. For example, could a district decide not to offer a BTSA program? If so, candidates that must meet an induction requirement for professional clear certification may find that they are unable to meet this state requirement. Parenthetically, if a district decided to use Intern funds for another purpose (within the scope of the grant), funding that would ordinarily be allocated only to those districts that promoted alternative routes would be reduced and the state objective of providing multiple routes to the teaching profession would be diminished.
- 3. The proposal separates funding from accountability:** A block grant is an entitlement through which the recipient is issued funds for certain purposes and under certain guidelines, but is not subject to program submission or approval. By separating the funding (through the issuance of block grants to

local districts) from the program standards and authorizing documents (which would remain the responsibility of the Commission), the proposal sets up the scenario whereby the Commission would be issuing authorizing documents without any knowledge local program quality or accountability. While the Academic Performance Index (API) is a measure of local district accountability, it does not provide any measurement that ties back to teacher preparation.

4. **The Commission has already acted to streamline program administration:** Recognizing the close association between the Pre-Internship and Intern programs, both from a funding perspective (authorized by SB 1666) and an administrative one, the Commission has for some time accepted joint proposals from school districts. These joint submissions have been widely accepted in the field with many programs submitting a single Request For Proposal for both Intern and Pre-Intern programs. In addition, continuing programs in good standing could respond by providing an “update” of their existing program.

Bill Analysis
California Commission on Teacher Credentialing

Bill Number: Assembly Bill 2288

Author: Assembly Member Edward Chavez

Sponsor: California State Commanders Veterans Council

Subject of Bill: Troops to Teachers Study

Date Introduced: February 21, 2002

Status in Leg. Process Assembly Appropriations Committee

Current CTC Position: None

Recommended Position: Seek Amendments

Date of Analysis: April 4, 2002

Analyst: Anne L. Padilla

Summary of Current Law

Title II, Part C of the new federal Elementary and Secondary Education Act (ESEA) authorizes the funding and administration of the Troops to Teachers program for five years. This program assists retiring or separating active duty military personnel and defense workers to begin a new career in public education. Troops to Teachers provides tuition assistance of up to \$5,000 and/or signing bonuses to eligible participants of up to \$10,000. Funding is determined on an annual basis, and has not been provided for every year of operation. For Fiscal Year 2002, \$18 million has been appropriated nationally for the program.

The ESEA requires the Secretary of Education to submit to Congress a report on the effectiveness of the program in the recruitment and retention of qualified personnel no later than March 31, 2006. The report must include information regarding the number of participants, the schools in which they are employed the grade levels and academic subjects they teach, and retention rates.

Related Legislation

AB 1232 (Chavez) introduced in 2001, sought to establish the California State Troops to Teachers Act. The bill would have authorized a bonus payment for retired officers or noncommissioned officers who agreed to teach for five years and participate in a paraprofessional, pre-internship or internship program. The Commission took a "Seek Amendments" position on this bill, requesting that the

bill be amended to require candidates to meet program entrance requirements that all other program candidates are required to meet. The bill died in the Assembly Appropriations Committee.

Summary of Current Activity by the Commission

In 1994, Governor Wilson authorized by Executive Order the establishment of the California Aerospace and Defense Worker Corps which provided opportunities for mathematicians, scientists, and engineers dislocated by defense cutbacks and those separating from the armed services to enter into the teaching field. California established the Military and Defense Worker Placement Assistance Office within the Commission on Teacher Credentialing. In August 1995, California entered into an agreement with the Department of Defense to participate in the Troops to Teachers program. The California Military and Defense Worker Placement Assistance Program acts as the conduit among the federal Troops to Teachers Program, the California Aerospace and Defense Workers Corps, and California's Alternative (Intern) Certification Programs.

The Commission has issued two reports on Troops to Teachers, one in May 1995 and the other in August 1998. Additional information on this program is gathered through annual census reports from the Intern program. Intern program participants are asked to complete a questionnaire immediately prior to entering the Intern program. One of the questions requests information on candidate experience in the military, aerospace or other professional field.

Summary of Current Activity by the Troops to Teachers Program II

The federal Troops to Teachers program has contracted with Integrated Communications, a public relations firm, to design, develop and implement promotional strategies and initiatives nationwide. As a part of this plan, this professional public relations firm will "raise awareness among military target groups about Troops to Teachers and motivate them to use Troops to Teachers to enter teaching as a second career." The Integrated Communications strategy, outlined in a two-volume document, includes the use of surveys and focus groups to best evaluate methods of encouraging military personnel to consider teaching as their next career.

Integrated Communications is basing their approach on a Public Relations Society of America endorsed methodology used successfully for projects on behalf of federal agencies, state governments and private corporations. Their approach employs the following components:

- Research and Analysis
- Planning
- Design and Development
- Implementation
- Evaluation

They believe that this approach is especially relevant to the Troops to Teachers program as it pursues expansion of the program and targets the Reserve Components. The strategic plan is designed to support the expansion of Troops to Teachers and to ensure increased understanding, involvement and buy-in from all stakeholders.

Analysis of Bill Provisions

AB 2288 would require the Commission on Teacher Credentialing to convene a commission to complete a study on the implementation of the Troops to Teachers program and submit a report to the Legislature by January 1, 2004. The purpose of the study would be to determine effective ways to attract individuals who leave military service to enter the teaching profession. The bill lists the required membership of the commission as representatives of the Superintendent of public Instruction, the Secretary for Education, the chairs of the Senate and Assembly Education Committees, and allows for the inclusion of other interested groups.

Analysis of Fiscal Impact of Bill

AB 2288 would require the Commission to undertake the required study using existing resources. Staff has determined that there are no existing resources for which to undertake this study.

Analysis of Relevant Legislative Policies by the Commission

- 7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**

Organizational Positions on the Bill

No formal positions have been communicated at this time.

Staff Recommendation

Staff recommends a "Seek Amendments" position on SB 2288. The amendments sought would be: 1) to authorize the Commission to contract for the study; and 2) an appropriation for the contract.

Reasons for Staff Recommendation

A more comprehensive effort is already underway by the federal government:

As described above, the federal government has contracted with a professional public relations firm to conduct integrated promotional activities for the Troops to Teachers program. This integrated approach includes research and analysis, planning, design and development, implementation and evaluation. Their research and analysis will include information on how to best attract former military personnel into the teaching profession. The objectives of SB 2288, therefore, will be met through this effort.

In addition, as noted above, the ESEA requires the Secretary of Education to submit to Congress a report on the effectiveness of the program in the recruitment and retention of qualified personnel no later than March 31, 2006. The report must include information regarding the number of participants, the schools in which they are employed the grade levels and academic subjects they teach, and retention rates.

The proposal contains an unfunded mandate on the Commission: The bill does not contain funding for the required study. Commission staff is fully subscribed meeting current agency obligations.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 2616
Author:	Assembly Member Lowenthal and Assembly Member Liu
Sponsor:	National Federation of the Blind of California
Subject of Bill:	Teacher Preparation/Visually Impaired Students
Date Introduced:	February 21, 2002
Status in Leg. Process:	Assembly Higher Education Committee Scheduled for Hearing, April 16, 2002
Recommended Position:	Support
Date of Analysis:	March 29, 2002
Analyst:	Marilyn Errett and Leyne Milstein

Summary of Current Law

Education Code 44265.5(a) requires that pupils who are visually impaired shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.

Education Code 44265 outlines the requirements for specialist credentials including those in special education.

Summary of Current Activity by the Commission

The Commission currently accredits eligible programs for the Education Specialist Credential, Visual Impairments. To meet accreditation requirements, programs must demonstrate that they meet standards of program quality and effectiveness for this credential.

There are currently only two accredited programs in California for the Education Specialist Credential, Visual Impairments. One program is at California State University, Los Angeles and the other is at California State University, San Francisco.

Analysis of Bill Provisions

AB 2616 declares a critical shortage of credentialed professionals who are authorized to work with blind and visually impaired students in California. It cites 1999 data from the Commission wherein only 20 new teachers for the visually impaired received a credential specific to those students. AB 2616 would appropriate \$1,570,000 from the General Fund to the Trustees of the California State University for purposes of funding interactive television, Web-based courses, and other off-campus options for providing instruction to persons studying in the field of teaching visually impaired pupils and for purposes of funding other measures on the campuses that will increase the number of teachers for visually impaired students.

Analysis of Fiscal Impact of Bill

The Commission would be called upon to review additional programs for the Education Specialist Credential, Visual Impairment. Because this task falls under the scope of current program review and accreditation procedures, costs would be absorbed as part of the current operating budget.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Organizational Positions on the Bill

Sponsored by the National Federation of the Blind of California.

Suggested Amendments

None.

Reason for Suggested Position

There is a teacher shortage in California. Special education is one of the most impacted shortage areas in the state and in the nation. Visual impairment is considered a “low incidence” disability and, while there is a need for fewer teachers than higher incidence disabilities such as mild/moderate disabilities, two programs statewide are not sufficient to meet teacher preparation needs. Individuals living in central California, for example, have no access to a program. One problem facing universities interested in offering this program is the high cost of maintaining a program for a low incidence specialization. It is not cost effective to offer a program for a small number of credential candidates.

AB 2616 address these issues in a two-fold manner:

1. It proposes to fund distance learning and other off-site programs for credential candidates who do not live or work near a university offering the program, and
2. It proposes to fund on campus measures that will increase the number of teachers whose professional preparation and credential authorization are specific to pupils who are visually impaired.

AB 2616 would offer an incentive for program sponsors in the California State University system to offer innovative programs separately or through a consortium of universities to meet the need for teachers of visually impaired students.

For these reasons, staff recommends a position of Support on AB 2616.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Concurrent Resolution 177
Author:	Assembly Member Diaz
Sponsor:	California Teachers Association
Subject of Bill:	Support For Teachers Recruited From Other Countries
Date Introduced:	March 20, 2002
Status in Leg. Process:	Assembly Committee on Education (hearing not set)
Current CCTC Position:	None
Recommended Position:	Support
Date of Analysis:	April 9, 2002
Analyst:	Dan Gonzales

Summary of Current Law

The law requires a person to meet certain specified requirements to qualify for a Professional Clear Multiple or Single Subject Teaching Credential. The requirements for this credential include completion of a teacher preparation program, California Basic Educational Skills Test (CBEST), Reading Instruction Competence Assessment (for a multiple subject credential), teaching of reading, subject matter competence and a program of a beginning teacher induction.

Teachers trained in other countries must meet the same requirements as teachers prepared in California. Most teachers trained in other countries earn a preliminary teaching credential and after satisfying the appropriate requirements may earn a professional clear credential. The Commission issues approximately 300 credentials every year to teachers prepared in other countries.

Summary of Current Activity by the Commission

The Commission approved new Teacher Preparation and Subject Matter Standards at its September 2001 meeting. The teacher preparation standards are

the result of 1998 legislation (SB 2042) authored by Senator Deirdre Alpert and then Assembly Member (now Secretary for Education) Kerry Mazzoni.

The Commission approved Induction Standards at the March 2002 meeting. The standards outline support programs for teachers in their first two crucial years of teaching. The Beginning Teacher Support and Assessment (BTSA) program is available for beginning teachers in California, but now BTSA, or other approved mentoring programs, will become part of the credentialing system by tying teacher support, assessment, and success to earning a full professional clear credential. Teachers trained in foreign countries are eligible for BTSA.

Concurrent Resolution. A concurrent resolution is a measure introduced in either the Senate or Assembly which, if approved, must be sent to the other house for approval. The Governor's signature is not required. These measures usually involve the business of the Legislature and do not have the force of law.

Analysis of Bill Provisions

This measure would:

- Urge school districts, schools, and school administrators to review and renew their efforts to fully support the teachers they recruit from other countries.
- Urge school districts, schools, and school administrators to provide credentialed teachers who were trained in countries other than the United States with improved access to professional development, orientation programs, teacher induction and mentoring programs, and other local activities. These activities should ease the teacher's transition into, and retention in, California classrooms to ensure effective teaching experiences for improved student outcomes.
- Order the Chief Clerk of the Assembly to transmit a copy of this resolution to the California Teachers Association and to the California Teachers Association Language Acquisition Committee.

Comments.

This resolution does not change existing law or mandate new activities because this measure would not have the support of law. However, this measure does state the Legislature's intent that school districts support teachers prepared in other countries with professional development, orientation programs, teacher induction and, mentoring programs.

Fiscal Analysis

This measure would not have any direct fiscal impact on the Commission.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Organizational Positions on the Bill

Support

No known support on this version of the bill.

Oppose

No known opposition on this version of the bill.

Suggested Amendments

The Commission is not proposing any amendments.

Reason for Suggested Position

SUPPORT – Commission staff recommends a support position. This measure would urge school districts to support teachers prepared in other countries. The support should improve teaching outcomes and retention rates among teachers trained outside the United States.

BACKGROUND

As of March 2002, the Commission's portion of the 2002-03 Governor's Budget has not yet been considered in hearings before the Assembly and Senate budget subcommittees. It is anticipated that the Commission's budget will be heard during late April and May 2002.

SUMMARY

At the time this agenda item was prepared, the Assembly and Senate budget subcommittees had not yet taken action on the Commission's budget. As new developments occur during the budget process, staff will provide Commissioners with an update regarding the status of the Commission's proposed budget at the Commission meeting.

**California
Commission on Teacher Credentialing**

**Meeting of
April 11, 2002**

AGENDA ITEM NUMBER: PREP - 1

COMMITTEE: Preparation Standards Committee

**TITLE: Update on Implementation of California's New
Credentialing Standards Under SB 2042**

 Action

 X **Information**

 Report

Strategic Plan Goal(s):

**Goal 1: Promote educational excellence through the preparation and certification
of professional educators**

- **Sustain high quality standards for the preparation of professional educators**

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Update on Implementation of California's New Credentialing Standards Under SB 2042

Professional Services Division

March 8, 2002

Executive Summary

At its meeting of September 6, 2001, the Commission approved new Standards under SB 2042 for Elementary Subject Matter Preparation Programs and for Professional Teacher Preparation Programs, and an Implementation Plan for transitioning to these new sets of Standards. At its meeting of October 4, 2001, the Commission approved new Blended Program Standards under SB 2042. At its meeting of November 8, 2001, the Commission approved grants under the Title II Teacher Quality Enhancement State Grant to institutions that wanted to be "Early Adopters" of the new standards. Between October, 2001, and March, 2002, regional teams have provided extensive technical assistance to Early Adopters and to all other institutions offering Elementary Subject Matter Preparation and/or Professional Teacher Preparation and/or Blended Programs of Undergraduate Teacher Preparation. This report documents these efforts and indicates next steps in the implementation process.

Fiscal Impact Summary

The base budget of the Professional Services Division, supplemented by the resources of the Title II Teacher Quality Enhancement State Grant, have been used to date to support these regional technical assistance efforts.

Policy Issues To Be Decided

None. This item is for information only.

Recommendation

None. This item is for information only.

Update on Implementation of California's New Credentialing Standards Under SB 2042

Professional Services Division

March 8, 2002

Background Information

At its meeting of September 6, 2001, the Commission approved the adoption of new Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and for Professional Teacher Preparation Programs. The Commission also approved an Implementation Plan that provides for a two-year transition, including an "early adoption" phase, for currently approved programs to rewrite and resubmit their program applications for approval under the new Teacher Preparation Standards to the Commission.

At its meeting of October 4, 2001, the Commission approved new Blended Program Standards under SB 2042. At its meeting of November 8, 2001, the Commission approved grants under the Title II Teacher Quality Enhancement State Grant to institutions that wanted to be "Early Adopters" of the new standards.

A five-pronged approach to providing technical assistance related to the new standards was implemented beginning in October, 2001, and has been proceeding on schedule. During October, 2001, **regional teams** were established to provide technical assistance to all currently-approved programs and institutions that will need to submit program approval documents responding to the new standards. These regional teams are staffed with at least five Commission and California Department of Education Beginning Teacher Support and Assessment (BTSA) staff, and the regional team structure is based on the existing BTSA service regions. Attachment A provides a listing of these regional teams and their members. Each regional team was assigned to serve the programs/institutions in that region. Attachment B provides a listing of institutions/programs by region.

At the same time, **creative use of technology** enabled a special section on the CCTC website for items relating to the new standards and to the implementation process, so that institutions/programs could check frequently for updates, and the CCTC began participating in a pilot of new web-based technology to facilitate statewide communications with and among the regional teams.

Extensive **technical assistance to the Early Adopters**, whose responses to the new standards are due on April 1, 2002, has also been provided during the period of October, 2001 through March, 2002.

Since October, 2001, **CCTC staff have continued to present at meetings, conferences, and other professional gatherings** to help the field at large understand the new credential structure, the SB 2042 standards, and the transition process to the new standards.

In December, 2001, a planning process was begun with representatives of the Credential Counselors and Analysts to develop materials, including a revised Handbook, and to schedule *technical assistance meetings to help credential counselors and analysts* at the currently-accredited institutions make the transition to the new standards-based programs.

Activities relating to these five approaches are described in more detail below.

A. Technical Assistance Provided by Regional Teams for All Programs/Institutions

An initial two-day training session was held for all regional team members on October 30-31, 2001. Approximately 40 regional team members attended this training. Following the initial training session for the Early Adopters (see below), the packet of handout materials was revised, and a new training script developed. All regional team members then attended an updated training session on January 14, 2002. Between January and March, 2002, regional teams provided extensive technical assistance to Early Adopters and to all other institutions offering Elementary Subject Matter Preparation and/or Professional Teacher Preparation and/or Blended Programs of Undergraduate Teacher Preparation.

As a first step in the regional technical assistance process, each currently-accredited program/institution was invited to attend one or more regional technical assistance meetings to be held in the region. The same invitation and list of meeting dates and locations was also posted on the CCTC website. The schedule of these regional meetings is reprinted below:

REGION	MEETING LOCATION (S)	DATE	# ATTENDED
1	Sacramento	February 12, 2002	60
2	Oakland	February 25, 2002	70
3	Ontario	February 13, 2002	40
4	(a) Pomona	January 31, 2002	20
	(b) Northridge	February 4, 2002	40
5	(a) San Diego	February 27, 2002	50
	(b) Orange	February 28, 2002	48

At each of these full-day regional technical assistance meetings, participants received the same packet of extensive support materials, and the technical assistance teams followed a common agenda. The agenda focused on ensuring that participants were familiar with relevant legislation and with the latest policy updates, that they understood how the K-12 Academic Content Standards for Students relate to the SB 2042 standards, and that they were familiar with the SB 2042 standards. Information was provided regarding submission guidelines for the new SB 2042 program documents, and participants were provided with forms for requesting further technical assistance from their regional team. Questions and answers from these meetings are forming the basis for the continuously-updated "FAQs" in the section of the CCTC website dedicated to SB 2042-related items. Approximately 360 persons from IHEs and District Intern Programs attended the regional technical assistance meetings.

Evaluation responses from attendees at each of these meetings have been overwhelmingly positive. Most of the positive comments from the field laud three major aspects of the training provided:

- the organization, completeness, and helpfulness of the reference materials packets;
- the professional attitude, positive nature, and helpfulness of the regional team members conducting the training; and
- the willingness and commitment of the regional team members to continue to support the region during the transition period over the next two years

Attendees who added additional information generally cited the convenience of the location of the training and/or expressed a desire for additional meetings.

The regional teams have also assigned at least one member to each of the institutions in the region as a primary contact person for follow up questions or other needed information.

During this process, the currently-approved programs were requested to respond by January 30, 2002, with their selected submission window for their Elementary Subject Matter (ESM), their Teacher Preparation, and/or their Blended Program document(s) under the SB 2042 standards. These submission windows are reprinted as Attachment C, and the information concerning each institution's selected date(s) has been made available to each of the regional team members.

Communication among the regional team members has been greatly facilitated through the use of new software that the Commission has been piloting specifically for this purpose (see the Technology section below for details).

B. Statewide Assistance to Early Adopters

Because Early Adopters needed technical information and support so early in the process, a special day of training was held for the Early Adopters on November 15, 2002 in Sacramento. Approximately 100 participants reviewed the latest updates on the transition process; new legislation such as SB 57 and AB 1059; and submission guidelines for their program application documents. The eighty participants got to meet and interact with members of their regional technical assistance team, and got some practice in identifying sources of evidence that could support their written responses to the standards. Participants were also notified that a series of "Read-Arounds" would be held to help them with the process of writing to standards.

Read-Arounds for Early Adopters were subsequently held on January 22, 2002, in San Diego, and on February 26, 2002, in Sacramento. The read-around process provides an opportunity for program sponsors to bring in drafts of responses to standards for purposes of peer feedback, sharing and review. The first Read-Around was attended by approximately thirty-five participants; the second Read-Around was attended by approximately twenty participants. Attendees have also been very positive about the value of this experience as part of the CCTC's overall support for the transition to the new SB 2042 standards, so much so that the second Read-Around in February was added as a result of participant requests following the first Read-Around.

As part of our ongoing Regional Technical Assistance, we will be modeling this process for the Regional Technical Assistance Teams and asking them to sponsor Read-Arounds in their regions at appropriate time frames to coincide with the several document submission windows.

C. Ongoing Technical Information and Assistance Provided by Staff

Commission staff are continuing throughout this entire transition period to respond by email, phone and fax to questions and comments submitted by the field concerning the new credential system, the new standards, and the transition processes. Staff have already made numerous presentations at professional meetings and conference (for example, at meetings on Elementary Subject Matter sponsored by the CSU; at quarterly meetings of the CSU Education Deans; at Independent California Colleges and Universities Council on the Education of Teachers; at the California Council on Teacher Education; and at Credential Counselors and Analysts trainings, to list only a few). A special all-day session relating to Early Adopters is also scheduled to be presented at the California Council on Teacher Education (CCTE) Spring Conference in April, 2002. Staff are also responding on an individual basis to questions and concerns from their individually-assigned institutions and/or programs.

D. Use of Technology

Creative use of technology has facilitated the Implementation Plan in two major ways. The first is by helping to keep the field informed through the creation of a special section on the CCTC website dedicated to items relating to the SB 2042 standards and to the transition to these new standards. Clicking on the SB 2042 button provides information concerning the new standards themselves, related legislation and policy, regional training opportunities, and useful links.

The second way is by facilitating communications with and among the regional teams through piloting special web-based software. The "Sparrow" software from Xerox Corporation's Palo Alto Research Center allows for web-based, group-sharable and group-editable documents, and permits instantaneous communication among the members around the state regardless of individual computer systems and setups. This system has greatly improved our ability to provide up to date information to the field.

E. Technical Assistance for Credential Counselors and Analysts (CCAC)

Through funding from the Title II Teacher Quality Enhancement State Grant, a working group from the CCAC has been engaged in developing a new handbook for statewide use relating to the new SB 2042 standards. These materials are presently in final draft form. Two technical assistance meetings are planned for credential counselors and analysts, one in northern California and the other in southern California, for late March-early April, to familiarize credential counselors and analysts with the new SB 2042 standards and the impact of these standards for their particular work with teacher candidates and with teacher preparation programs.

F. Next Steps

Regional teams will be continuing their support of individual institutions and programs. It is anticipated that a series of Read-Arounds will be scheduled in the regions as appropriate to the

submission timeframes. In addition, regional teams will continue to receive and respond to questions from institutions, and will continue to refer questions of more general interest and import for the FAQ section of the CCTC website. An implementation plan for the Induction standards is also under development at this time.

Commission staff will continue to respond to invitations from particular interest groups for information concerning the new standards and the standards implementation process. The next major event will be conducting the review of the responses to standards that were submitted to the Commission on April 1, 2002, by the Early Adopters. Over ninety readers of these documents will be trained on April 16, 2002, and will conduct the initial reviewing of documents on April 16-17, 2002, in Sacramento.

Further technical assistance relating to writing comprehensive responses to the new standards may be provided following the initial program documents review process, as a result of feedback from the reviewers.

We anticipate using the Sparrow pilot software in a new way to facilitate the reading process for subsequent documents submission windows. By being able to post large documents to a security-protected website, we can allow readers to access particular documents for review without the necessity to travel to Sacramento, and we can also allow readers to communicate with each other regarding these documents through the secure website.

We also are in the planning stage for the third and final Title II Summer Workshop, to be held in two sessions during August 14-15 and August 16-17, 2002, in San Diego. The Title II Summer Workshop has allowed us to provide initial technical assistance for the implementation of SB 2042 during the summers of 2000 and 2001, and will again allow us to provide further implementation assistance this year.

ATTACHMENT A
REGIONAL TEAMS DIRECTORY

SB 2042 Regional Teams Directory

Region One

Regional Team Members:

NAME	PHONE NUMBER	EMAIL ADDRESS
Mike McKibbin/CTC	(916) 445-4438	mmckibbin@ctc.ca.gov
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Cindy Gappa/BTSA	(530) 528-7359	cgappa@tcde.tehama.k12.ca.us
Pam Mullin/BTSA	(707) 578-0220	pmullin@scoe.org
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Region Two

Regional Team Members:

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Sharon Wieland/CTC	(916) 457-9041	wielandfamily@hotmail.com
Suzanne Tyson/CTC	(916) 323-6083	styson@ctc.ca.gov
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Liz Rusk/BTSA	(925) 942-5321	erusk@cccocoe.k12.ca.us
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Kendyll Stansbury/CTC	(916) 327-7110	kstansbury@ctc.ca.gov

Region Three

Regional Team Members:

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Marilynn Fairgood/CTC	(916) 445-3223	mfairgood@ctc.ca.gov
Teri Clark/CTC	(916) 323-5917	tclark@ctc.ca.gov

Mike Loughridge/BTSA	(661) 948-7655 ext. 246	mbowman@avuhsd.k12.ca.us
Joseph Jimenez/BTSA	(559) 651-0680	josephj@tcoe.org
Tim Edge/BTSA	(760)242-7565	tim_edge@sbcss.k12.ca.us
Mary Rockwell/BTSA	(661)948-7655 ext. 361	mrockwell@avhsd.org
Joan Ellis/BTSA	(559) 265-3050	jellis@fcoe.k12.ca.us

Region Four

Regional Team Members:

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Phyllis Jacobson/CTC	(916) 323-6090	pjacobson@ctc.ca.gov
Margaret Olebe/CTC	(916) 322-6254	molebe@ctc.ca.gov
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Region Five

Regional Team Members:

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ATTACHMENT B
INSTITUTIONS/PROGRAMS BY REGION

Regional Sponsor Inventory

Region One

8 Sponsors

Bold denotes Early Adopter

<i>Sponsor</i>	<i>Early Adopter Stds.</i>
Dominican University	TPrep
Humboldt State University	ESM
Sonoma State University	TPrep
CSU, Chico	
CSU, Sacramento	
UC Davis	
Simpson College	
Project Pipeline	
Simpson College	

Region Two

23 Sponsors

Bold denotes Early Adopter

<i>Sponsor</i>	<i>Early Adopter Stds.</i>
CSU, Hayward	TPrep (SS)
UC Santa Cruz	TPrep and ESM
Notre Dame de Namur	TPrep
Stanford University	TPrep
University of San Francisco	TPrep
Santa Clara University	TPrep
Holy Names College	TPrep and ESM
CSU, Monterey Bay	

San Francisco State University
San Jose State University
UC Berkeley
UC Santa Barbara
Bethany College Of the Assemblies of God
John F. Kennedy University
Mills College
National Hispanic University
New College of California
Patten College
Saint Mary's College
InterAmerican College
CPSU, San Luis Obispo
Westmont College

Region Three

11 Sponsors

Bold denotes Early Adopter

<i>Sponsor</i>	<i>Early Adopter Stds.</i>
CSU, Bakersfield	ESM
CSU, Fresno	TPrep
UC Riverside	TPrep
University of the Pacific	TPrep and ESM
San Joaquin County Office of Education	TPrep
CSU, Stanislaus	ESM
Fresno Pacific University	

CSU, San Bernardino	
California Baptist College	
La Sierra University	
University of Redlands	TPrep

Region Four

28 Sponsors

Bold denotes Early Adopter

<i>Sponsor</i>	<i>Early Adopter Stds.</i>
California Lutheran University	TPrep
CSPU, Pomona	TPrep
CSU, Dominguez Hills	TPrep
CSU, Northridge	TPrep and ESM
University of Southern California	TPrep
Mount Saint Mary's College	TPrep
Antioch University of Southern California	ESM
Ontario Montclair Unified School District	TPrep
University of LaVerne	TPrep and ESM
LAUSD Intern Program	TPrep
CSU, Long Beach	TPrep
CSU, Los Angeles	
UC Los Angeles	
Azusa Pacific University	
Biola University	
Claremont Graduate School	
Loyola Marymount University	
Pacific Oaks College	
Pepperdine University	
Whittier College	

City University
Cal State Teach
University of Phoenix
Nova Southeastern University
Occidental College
Compton Unified School District Intern Program
The Masters College
Long Beach Unified School District Intern Program

Region Five

16 Sponsors

Bold denotes Early Adopters

<i>Sponsor</i>	<i>Early Adopter Stds.</i>
National University	<u>TPrep</u>
CSU, San Marcos	<u>TPrep</u>
San Diego State University	TPrep
University of San Diego	TPrep
Vanguard University	TPrep
CSU Fullerton	ESM
UC San Diego	TPrep
Christian Heritage College	
Point Loma Nazarene University	
Alliant International University	
Hope University	
UC Irvine	
Chapman University	
SDUSD Intern Program	
Orange County Dept. of Education	
Concordia University	

ATTACHMENT C
DOCUMENT SUBMISSION WINDOWS BY
INSTITUTION

INSTITUTION	ESM	T PREP	BLENDED
CSU SYSTEM			
Bakersfield, CSU	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Chico, CSU	April 1, 2003	Sept. 2, 2002	Sept. 2, 2002
Dominguez Hills, CSU	April 1, 2003	April 1, 2002	Aug. 1, 2003
Fresno, CSU	April 1, 2003	April 1, 2002	April 1, 2003
Fullerton, CSU	April 1, 2003	Nov. 1, 2002	Nov. 1, 2002
Hayward, CSU	Sept. 1, 2003	Aug. 1, 2003	Sept. 1, 2003
Humboldt State	April 1, 2002	Aug. 1, 2003	Aug. 1, 2003
Long Beach, CSU	Feb. 3, 2003	April 1, 2002 Feb.3,2002/SS	Feb. 3, 2003
Los Angeles, CSU	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Monterey Bay, CSU	April 1, 2003	April 1, 2003	N/A
Northridge, CSU	April 1, 2002	April 1, 2002	Sept. 2, 2003
Pomona, Cal Poly	in process	April 1, 2002	in process
Sacramento, CSU	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Bernardino, CSU	April 1, 2003	April 1, 2003	April 1, 2003
San Diego State	Feb. 1, 2003	April 1, 2002	April 1, 2003
San Francisco State	Aug. 1, 2003	Aug. 1, 2003	N/A
San Jose State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Luis Obispo, Cal Poly	April 1, 2003	April 1, 2003	April 1, 2003
San Marcos, CSU	Feb. 3, 2003	April 1, 2002	in process
Sonoma State	Aug. 1, 2003	April 1, 2002	Aug. 1, 2003
Stanislaus, CSU	April 1, 2002	in process	in process
Cal State Teach	N/A	April 1, 2003	N/A

UNIVERSITY OF CALIFORNIA			
Berkeley, UC	N/A	Feb. 3, 2003	in process
Davis, UC	Feb. 3, 2003	Nov. 1, 2002	N/A
Irvine, UC	Sept. 1, 2003	Nov. 1, 2002	N/A
Los Angeles, UC	Nov. 1, 2002	Feb. 3, 2003	N/A
Riverside, UC	Sept. 1, 2003	April 1, 2002	in process
San Diego, UC	Sept. 1, 2003	April 1, 2002	N/A
Santa Barbara, UC	Aug. 1, 2003	Aug. 1, 2003	N/A
Santa Cruz, UC	Aug. 1, 2003	April 1, 2002	N/A
PRIVATE/INDEPENDENT			
Alliant International University	N/A	Nov. 1, 2002	N/A
Antioch University of Southern CA	April 1, 2002	in process	N/A
Argosy University	April 1, 2003	April 1, 2003	N/A
Azusa Pacific University	in process	in process	N/A
Bethany College	Feb. 3, 2003	Feb. 3, 2003	N/A
Biola University	Nov. 1, 2002	Sept. 2, 2002	N/A
California Baptist	Nov. 1, 2002	April 1, 2003	N/A
California Lutheran	in process	April 1, 2002	N/A
Chapman University	Feb. 3, 2003	Nov. 1, 2002	N/A
Christian Heritage	Feb. 3, 2003	Nov. 1, 2002	Aug. 1, 2003
Claremont	N/A	April 1, 2003	N/A
Concordia University	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Dominican University of California	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Fresno Pacific University	Nov. 1, 2002	Nov. 1, 2002	in process
Holy Names College	in process	April 1, 2002	N/A
Hope International University	in process	Aug. 1, 2003	N/A
InterAmerican College	Sept. 2, 2002	Feb. 3, 2002	N/A
John F. Kennedy	N/A	Sept. 1, 2003	N/A
La Sierra University	Feb. 3, 2003	Feb. 3, 2003	N/A
Loma Linda University	N/A	in process	N/A
Loyola Marymount	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Masters College	April 1, 2003	April 1, 2003	N/A
Mills College	in process	Sept. 1, 2003	N/A
Mount St. Mary's	April 1, 2003	April 1, 2002	April 1, 2003
National University	April 1, 2002	April 1, 2002	N/A
National Hispanic University	Feb. 3, 2003	in process	N/A
New College of California	N/A	in process	N/A
Notre Dame De Namur University	Sept. 2, 2002	April 1, 2002	N/A
Nova Southeastern University	N/A	Nov. 1, 2002	N/A
Occidental College	N/A	April 1, 2003	N/A
Pacific Oaks College	N/A	April 1, 2003	N/A
Pacific Union	April 1, 2003	Aug. 1, 2003	N/A
Patten College	Feb. 3, 2003	Feb. 3, 2003	N/A

Pepperdine	Feb. 3, 2003	Feb. 3, 2003	N/A
Point Loma Nazarene	Sept. 1, 2003	Sept. 2, 2002	N/A
St. Mary's College	Sept. 1, 2003	April 1, 2003	Sept. 1, 2003
San Francisco State University	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
Santa Clara University	in process	in process	N/A
Simpson College	Feb.3, 2003	Feb. 3, 2003	N/A
Stanford University	N/A	April 1, 2002	N/A
University of La Verne	April 1, 2002	April 1, 2002	N/A
University of the Pacific	April 1, 2002	April 1, 2002	N/A
University of Phoenix	N/A	Nov. 1, 2002	N/A
University of Redlands	April 1, 2003	April 1, 2002	N/A
University of San Diego	Feb. 3, 2003	April 1, 2002	N/A
University of San Francisco	Sept. 1, 2003	Aug. 1, 2003	N/A
University of Southern California		April 1, 2002	
Vanguard University	Aug. 1, 2003	April 1, 2002	N/A
Westmont	Aug. 1, 2003	Aug. 1, 2003	N/A
Whittier	Feb. 3. 2003	Feb. 3, 2003	N/A
DISTRICT INTERN PROGRAMS			
Compton Unified School District	N/A	Feb. 3, 2003	N/A
Long Beach Unified School District	N/A	Aug. 1, 2003	N/A
Los Angeles Unified School District	N/A	April 1, 2002	N/A
Ontario-Montclair School District	N/A	April 1, 2002	N/A
Orange County Office of Education	N/A	Feb. 3, 2003	N/A
Project Pipeline	N/A	April 1, 2003	N/A
San Diego City Schools	N/A	Nov. 1, 2002	N/A
San Joaquin County Office of Ed.	N/A	April 1, 2002	N/A

**California
Commission on Teacher Credentialing**

**Meeting of
April 11, 2002**

AGENDA ITEM NUMBER: PREP - 2

COMMITTEE: Preparation Standards Committee

**TITLE: Review of the Implementation of the Reading Standard
and the Reading Instruction Competence Assessment
(RICA) in Multiple and Single Subject Teacher
Preparation Programs**

 Action

 X **Information**

 Report

Strategic Plan Goal(s):

**Goal : Promote educational excellence through the preparation and certification of
professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs
- Implement, monitor and report on the outcomes of new program initiatives

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Dr. Sam W. Swofford
Executive Director

Review of the Implementation of the Reading Standard and the Reading Instruction Competence Assessment (RICA) in Multiple and Single Subject Teacher Preparation Programs

Professional Services Division

April 11, 2002

Executive Summary

In 1996, California launched a widespread effort to improve reading achievement among public school children. The California Reading Initiative included class size reduction, the adoption of the English-Language Arts Content Standards for K-12 students, and partnerships with accredited colleges and universities to improve the preservice preparation of teachers in K-8 reading instruction. In concert with these reforms, the Commission adopted in 1997, a reading standard to be added to the existing set of standards of Quality and Effectiveness for multiple and Single Subject Credential Programs. That same year, the Commission adopted the Reading Instruction Competence Assessment (RICA), which was administered for the first time in 1998 and is a requirement for the Preliminary Multiple Subject and Education Specialist Credentials. This report provides an update on a review the implementation of the reading standard and RICA for the purpose of ensuring that newly credentialed teachers are well-qualified to provide effective reading instruction aligned with student academic content standards.

Fiscal Impact Statement

Costs for implementing the review have been accounted for in the base budget of the Professional Services Division.

Review of the Implementation of the Reading Standard and the Reading Instruction Competence Assessment (RICA) in Multiple and Single Subject Teacher Preparation Programs

Professional Services Division

April 11, 2002

Background

Pursuant to Education Code Sections 44259 and 44283, the California Commission on Teacher Credentialing (Commission) is required to ensure that beginning teachers are able to teach reading to students in California's public schools using research-based methods set out in the California Reading Initiative. In 1997, the Commission approved a new standard for Multiple and Single Subject Credential Programs. The addition of a new standard, *Reading, Writing and Related Language Instruction in English* (Reading Standard), to the existing set of standards of quality and effectiveness for teacher preparation programs was intended to ensure that teacher preparation programs prepare candidates to deliver instruction aligned with the California Reading Initiative. In 1998, all approved programs were required to meet the new standard. To assure prospective employers that newly prepared teachers are able to effectively teach reading, the Commission also approved the Reading Instruction Competence Assessment (RICA) as a requirement for the issuance of a Preliminary Multiple Subject or Education Specialist Credential. The RICA was administered for the first time in June 1998.

Since 1998, the Commission has assessed the implementation of the Commission's reading standard through regularly scheduled accreditation visits and a review of RICA pass rates.

In November 1997, the State Board of Education adopted the English-Language Arts Academic Content Standards for California Public Schools, followed by the Reading/Language Arts Framework for California Public Schools in early 1999. The standards set out the knowledge and skills students must acquire at each grade level and the framework guides teachers in providing instruction that will maximize student achievement in reading and language arts.

The Commission's adoption of new standards of quality and effectiveness for Multiple and Single Subject Credential Programs in September 2001 included minor revisions to the Reading Standard to reflect alignment with the English-Language Arts Academic Content Standards for California Public Schools and the Reading/Language Arts Framework. A copy of the Commission's 1997 and updated 2001 Reading Standard are included in Exhibit 1-1

Review of the Reading Standard and RICA

Despite the reforms brought about by the California Reading Initiative, including the adoption of a standard that requires programs to prepare teachers to deliver a comprehensive program in reading, writing and related language arts, concerns about the reading proficiency of California's public school children remain.

Although the Commission regularly assesses the implementation of the Reading Standard through accreditation visits, and reviews RICA pass rates, there has not been a comprehensive review of the standard or the RICA since they were first implemented. The Reading Standard Study has been undertaken to explore how the reforms adopted by the Commission in 1997 are working to ensure that newly credentialed teachers are prepared to provide effective reading instruction aligned with the student academic content standards in English-Language Arts. This report provides an update on the Reading Standard Study.

Overview of the Study

The review includes (1) on-site reviews that will focus on how institutions are implementing the Reading Standard, (2) a review of RICA pass rates, and (3) a review of the standard and the RICA specifications.

The Reading Standard Study involves state and national experts who are familiar with methodologically sound research on reading, and a cadre of specialists in reading with expertise in California's academic content standards in English-Language Arts and the Commission's reading standard.

In November 2001, the Commission's Executive Director appointed a group of technical advisors to provide in-depth training of the reviewers conducting the focused reviews. This expert group will also advise the Executive Director on (1) the findings of the focused reviews and RICA pass rates and (2) any improvements that may be needed to ensure accountability for the implementation of Commission standards and state statutes.

To ensure that each on-site review results in a qualitative assessment of reading instruction within a credential program, the Commission's Executive Director appointed experts in the area of reading to serve as members of a Volunteer Review Panel. This 14-member panel will conduct the focused reviews and will assess the extent to which a program has implemented the Reading Standard. Exhibit 1-2 lists the individuals who are serving as the Technical Advisors and Volunteer Reviewers for the Reading Standard Study.

The review of how institutions are meeting the Commission's reading standard will be conducted in two phases. An early phase, in which site reviews will be conducted at six institutions that represent the range of diversity available in programs offered within the state and volunteered to participate in the study, followed by a second phase involving institutions on the spring 2002 Accreditation Schedule. Exhibit 1-3 lists the institutions

participating in both phases of the review. During each phase, reviewers will look for evidence of implementation of the standard at the element level.¹

The review of RICA data will involve an examination of pass rates by domain and include an analysis of passing scores among examinees.

Study Scope and Process

The first phase of the Reading Standard Study began in mid-February 2002 with a review of the Multiple Subject credential programs offered at Sonoma State University and will conclude in mid-April with a review of the Single Subject credential program offered at UC Davis. Institutions will receive a written diagnostic assessment at the conclusion of each visit. While the preliminary phase reviews will not immediately impact the over-all accreditation status of the institution with the Committee on Accreditation, institutions will be required to work with Commission staff to develop a plan to address any significant concerns identified by reviewers. The Executive Director will provide for any follow-through for those institutions that need remediation.

The second phase of the Reading Standard Study began in early March with the accreditation review of Bethany Bible College. During the second phase, a trained reading expert will be appointed to each accreditation review team to assist the team in developing findings on the standard. Data gathered will be used by the team to make an official decision on the standard, and findings will be incorporated into the accreditation team report that is presented to the Committee on Accreditation.

Following the conclusion of the accreditation visits in May, the Technical Advisors will review the data from each review and develop a set of findings that will: (1) address how the Reading Standard is implemented across institutions, and (2) evaluate the clarity and effectiveness of the standard and RICA specifications in preparing teachers to provide effective instruction. Findings and recommendations concerning the implementation of the Reading Standard along with findings from the review of RICA pass rates will be submitted to the Executive Director in early summer.

Conclusion

The Reading Standard Study provides an opportunity for the Commission to examine the extent to which preparation programs are providing substantive, research-based instruction that effectively prepares candidates to deliver effective reading instruction in our public schools. The study will help ensure that the articulation and implementation of the Commission's Reading Standard reflect alignment with California's academic content standards, and that the RICA accurately and appropriately assesses the reading instruction competencies of new teachers. Findings from the study will help inform policy decisions that will help the Commission ensure that newly credentialed teachers are well-qualified to provide effective reading instruction in California public schools.

¹ Although Standard 4a and 4b *Reading, Writing and Related Language Instruction in English* does not specify "Required Elements," the "Factors to Consider" were intended as such.

Exhibit 1-1
Standard of Quality and Effectiveness for Multiple and Single Subject
Credential Programs for Reading, Writing and Related Language
Instruction in English

1997 Standard

Standard 4a: Multiple Subject Reading, Writing and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts, including explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds. The MS Credential Program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s) and student teaching assignment(s). Each candidate for an MS Credential has experience in a linguistically and/or culturally diverse classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a balanced, comprehensive program and who collaborate with institutional supervisors and instructors.

Rationale

Reading and related language arts are the most fundamental skills that students learn in our schools today. Without the ability to read effectively, students are unable to access the other important subject areas. Teachers who are well prepared to offer reading and language arts instruction in a comprehensive and competent manner are essential to California's schools.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program accreditation.

- Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables her/him to provide a balanced, comprehensive program of instruction that includes explicit and meaningfully-applied instruction in reading, writing, and related language skills and strategies for English language learners and speakers of English.
- For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature

component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English language learners.

Each candidate's instruction and field experience include (but are not limited to) the following components:

- Instruction and experience with a variety of genres of literature and expository texts, including materials that reflect cultural diversity, in teacher-supported and independent reading contexts.
- Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- Instruction and experience in writing instruction, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
- For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing including: phonemic awareness; direct, systematic, explicit phonics; and decoding skills including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text.
- For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.
- For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- The institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.
- The field experiences of each candidate, including student teaching assignments, are designed to establish cohesive connections between reading methods coursework, reading-related coursework, and the practical experience components of the program, which provide ongoing opportunities to participate in effective reading instruction.
- The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

- When identifying classroom teachers to supervise candidates in student teaching, the institution confers with district personnel, carefully analyzes the pedagogical practices of teachers of reading, and selects teachers whose instructional approaches and strategies in reading and language arts are balanced, comprehensive and consistent with current research as reflected in state policy.
- The institution provides for careful and thorough communication and collaboration between field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.
- Each candidate participates in instruction and field experience that complies with current provisions of the California Education Code, including preparation that addresses the major themes and emphases of the Reading Instruction Competence Assessment that is administered by the Commission.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 4b: Single Subject Reading, Writing and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Single Subject (SS) Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The SS Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s) or student teaching assignment(s). The program places all candidates for SS Credentials in linguistically and/or culturally diverse field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a balanced, comprehensive program and who cooperate with institutional supervisors and instructors.

Rationale

Reading and related language arts are the most fundamental skills that students learn in our schools today. Without the ability to read effectively, students are unable to access the other important subject areas. Teachers who are well prepared to offer reading and language arts instruction in a comprehensive and competent manner are essential to California's schools.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program accreditation.

- Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables her/him to provide a balanced, comprehensive program of instruction that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.
- For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

Each candidate's instruction and field experience include (but are not limited to) the following components:

- Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and

explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

- Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
- Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction; and strategies for promoting the transfer of primary language reading skills into English language reading skills.
- Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings.
- For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- The institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.
- The field experiences of each candidate, including student teaching assignments, are designed to establish cohesive connections between reading methods coursework, other related coursework, and the practical experience components of the program, and they include ongoing opportunities to participate in effective reading instruction.
- When identifying classroom teachers to supervise candidates in student teaching, the institution confers with district personnel, carefully analyzes the pedagogical practices of teachers, and selects teachers whose strategies for content-based reading instruction are balanced, comprehensive and consistent with current research as reflected in state policy.
- The institution provides for careful and thorough communication and collaboration between field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading instruction.
- Each candidate participates in instruction and field experience that complies with current provisions of the California Education Code.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

2001 Standard

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.
- 7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature

component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

- 7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:
- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
 - (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
 - (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
 - (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.
- 7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.
- 7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.
- 7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- 7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.
- 7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive

connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

- 7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.
- 7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Program Elements for Standard 7-B: Single-Subject Reading, Writing and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.
- 7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.
- 7B(c) Each candidate's instruction and field experience include (but are not limited to) the following components:
 - (i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

- (ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
 - (iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based primary reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.
 - (iv) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.
- 7B(d) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- 7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.
- 7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.
- 7B(g) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Exhibit 1-2
California Commission on Teacher Credentialing
Reading Standard Study
Technical Advisors & Volunteer Reviewers

Technical Advisors

Louisa Moats
Education and Professional Development Consultant

Claude Goldenberg
Professor of Teacher Education
CSU Long Beach

Marilyn Astore
Education Consultant

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Reading Specialist Coordinator
Elk Grove Unified School District

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Volunteer Review Panel

Carol Adams
Reading Specialist
La Honda Elementary School

Michelle Ramey
Reading Specialist
Center Unified School District

Katy Anderson
Professor of Education
CSU Chico

Robin Scarcella
Associate Professor of Humanities
UC Irvine

Nancy Brynelson
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CSU Sacramento

Karl Skindrud
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Elementary Instruction & Standards-Based Promotion
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Brenda Spencer
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Reading Teacher Development Specialist

Roxanne Higgins
Curriculum Specialist
Sacramento County Office of Education

Marjorie Thompson
Education Consultant

Lucy Levine
Literacy Coach Coordinator
Los Angeles Unified School District

Nancy Cushen White
Educational Therapist

Exhibit 1-3
California Commission on Teacher Credentialing
Reading Standard Study
Participating Institutions

Early Phase Institutions:

Sonoma State University
February 12-14, 2002

San Diego Unified School District
February 25 – 27, 2002

Loyola Marymount University
February 19-21, 2002

California State University, Los Angeles
March 4-6, 2002

California State University, Fullerton
February 19-21, 2002

University of California, Davis
April 15-17, 2002

2002 Spring Accreditation Schedule:

Bethany Bible College
March 3-6, 2002

California State University, Hayward
April 27-May 1, 2002

Mt. St. Mary's College
March 24-27, 2002

California State University, San Bernardino
May 4-8, 2002

University of San Diego
April 14-17, 2002

Cal Poly Pomona
May 5-8, 2002

Humboldt State University
April 14-17, 2002

Stanford University
May 11-15, 2002

University of Redlands
April 21-24, 2002

National University
May 19-22, 2002

University of San Francisco
April 21-24, 2002

Proposed 2002-03 Test Fees for Teacher Credentialing Examinations

Professional Services Division

March 21, 2002

Executive Summary

Education Code Sections 44252.5, 44253.8, and 44298 require that, in the absence of designated appropriations from other sources of funds, fees charged for an assessment be sufficient to cover the full cost of the assessment program. Because registration bulletins are developed and published annually, the Commission has the yearly opportunity to consider and adopt test fees for the following year. This report describes the costs associated with development and administration of examinations and specifies the tests fees that will be charged to cover those costs in the 2002-03 testing year for the California Basic Educational Skills Test (CBEST), Reading Instruction Competence Assessment (RICA), Single Subject Assessments for Teaching (SSAT), (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD), Multiple Subjects Assessment for Teachers (MSAT), and new subject matter exams in the areas of elementary education, English, mathematics, science, and social science.

Fiscal Impact Statement

The costs of administering and developing examinations required for certification will be paid for with examinee fees pursuant to Education Code Sections 44252.5, 44253.8, and 44298.

Policy Issues To Be Decided

What test fees should candidates be charged in 2002-03 for the CBEST, RICA, CLAD/BCLAD, SSAT, MSAT, and new subject matter examinations?

Recommendation

That the Commission adopt the 2002-03 test fees shown in Table #1 on page 8 of this report.

Proposed 2002-03 Test Fees for Teacher Credentialing Examinations

Professional Services Division

March 21, 2002

Overview of this Report

Each year the Commission has the opportunity to consider and adopt testing fees for each testing program for inclusion in the test registration bulletins for the following testing year (July to June). The testing programs include the California Basic Educational Skills Test (CBEST), Reading Instruction Competence Assessment (RICA), Single Subject Assessments for Teaching (SSAT), (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD), Multiple Subjects Assessment for Teachers (MSAT), and new subject matter exams in the areas of elementary education, English, mathematics, science, and social science. The fees include (a) a fee that registrants pay for each examination to cover the costs of administering the tests, and (b) a program management fee that registrants pay to cover the Commission's other contract and non-contract costs. This report describes the costs associated with development and administration of these examinations and presents the proposed tests fees to cover those costs in the 2002-03 testing year for each examination program.

Revenue and Expenses for Examination Programs

In operating the CBEST, RICA, SSAT, and CLAD/BCLAD testing programs, the Commission bears costs in two major categories: contracted costs and non-contracted costs. Education Code Sections 44252.5, 44253.8, and 44298 require that these costs be covered through the fee examinees pay for administration of each examination. The contracted costs category is the largest and covers the test administration and development work performed by National Evaluation Systems (NES), the contractor for each of these testing programs. The Commission pays NES a fee per test administered that is specified in the contract and is based upon the total number of tests administered each year. The non-contracted costs include staff time for managing the programs, monitoring the contracts, and completing other Commission responsibilities related to the testing programs. In the 2002-03 testing year these expenses will include validity studies and test development for the RICA and CLAD/BCLAD Tests.

To determine fees for these testing programs, staff projects examinee volumes for each program and Commission costs for the testing year. From these projections staff determines the proposed fee for administration of the exam and the additional fee needed to cover the Commission's non-contracted costs described above. For the CBEST and RICA examinations, the Commission's portion of the fee is included in the test administration fee rather than being charged as a separate program management fee.

The MSAT and new subject matter examination programs will be administered under no-cost contracts. For each of these testing programs, the contractors collect a per-registration fee on behalf of the Commission to cover the costs associated with test development and program management. Only this portion of the testing fee for the MSAT and new subject matter examinations is determined by the Commission each year on the basis of projected examinee volumes and program expenses.

Test Fees for 2002-03

Table 1 on page 8 shows the proposed test fees for 2002-03. This includes only the administration and program management fees requiring adoption by the Commission.

Tables 2 and 3 on pages 9 and 10 demonstrate the total fees for a candidate to take all required sections of an exam under the current and proposed fees. Table 2 shows, for the CBEST, RICA, CLAD/BCLAD, MSAT and new subject matter exams, the total current fees, the total fees proposed for 2002-03, and the resulting percentage increase in fees from this testing year to the next based upon the proposed fees.

Utilizing the recommendations for 2002-03, fees for the CBEST would not be increased for the coming year as the fee for that program was most recently increased in January of this year.

In recent years, examinee volumes for the CLAD/BCLAD Tests have decreased significantly due to (a) the widespread availability of CLAD/BCLAD Emphasis teacher preparation programs and (b) SB 1969 and SB 395 training programs which allow an experienced teacher to obtain an authorization to teach English learners. Because test fees are dependent upon examinee volumes, the costs for administration of these examinations have risen greatly. Based upon the projected examination volumes for 2002-03 and the associated costs specified in the contract, CLAD/BCLAD examinee fees would more than double for each examination section. Rather than burden these examinees with such an increase, the fees proposed for the upcoming year combine a more moderate increase of \$20 in the program management fee only for CLAD/BCLAD with partial fee increases in other testing programs to help compensate for the difference. Efforts were made to be as equitable as possible in these proposed test fee increases.

During the 2002-03 testing year, the Commission will begin the transition to new subject matter examinations. In January of 2003, the new subject matter examinations will begin to be offered and the existing SSAT, MSAT, and Praxis examinations for elementary education, English, mathematics, science, and social science will be phased out by June of that year. New examinations for the remaining lower volume subject areas will be phased in by the end of 2005. Table 2 shows that the proposed total test fee for the new subject matter examinations is \$216. Table 3 shows the total current and proposed fees to complete all of the currently required SSAT and/or Praxis tests for each single subject area. It is notable that fees for English, math, science, and social science (which account for approximately 75% of single subject matter examinations) and several other subjects would decrease by as much as \$138 under the proposed fee for the new subject matter exams. While there will likely be decreases in examinee volumes for the current testing programs that would result in higher examinee fees for the SSAT using the

proposed fees, this would be a temporary increase for most of those subject areas as well as the MSAT.

Anticipated Impact of New Fees on Candidates

Utilizing the proposed fees for 2002-03, Figure 1 below demonstrates the cost impact that changes in examinations and implementation of SB 2042 standards for teaching English learners would have on candidates.

The “Current Fees” row of the table shows the examination costs for a Multiple Subject Teaching Credential and a CLAD Certificate under the current fee structure for a candidate who verifies subject matter competence using the MSAT and does not complete a CLAD Emphasis program. In this structure a candidate takes the CBEST, MSAT, RICA, and CLAD Examinations.

The “New Fees” row of the table shows the examination costs for a candidate wishing to obtain similar certification considering the proposed 2002-03 fees in addition to upcoming changes in examinations and SB 2042 standards. In this new structure a candidate will take the CBEST, new elementary subject matter examination, and RICA but will not need to take the CLAD Examinations as competencies for an authorization to teach English learners will be part of the credential program.

Figure 1						
Multiple Subject Credential and English Learner Instruction Authorization Costs						
	CBEST	RICA Written Examination	MSAT	New Elementary Subject Matter Exam	CLAD	Total
Current Fees	\$ 41	\$ 122	\$ 210		\$ 213	\$ 586
New Fees	\$ 41	\$ 134		\$ 216		\$ 391

Figure 2 demonstrates a similar situation for a candidate for a Single Subject Teaching Credential in Biology and an authorization for teaching English learners.

Under the current structure a candidate takes the CBEST, SSAT and Praxis exams for biology, and the CLAD examinations. A candidate under the new structure will take only the CBEST and new subject matter exams for biology.

Figure 2					
Single Subject Credential in Biology and English Learner Authorization Costs					
	CBEST	SSAT and Praxis Biology Exams	New Biology Subject Matter Exams	CLAD	Total
Current Fees	\$ 41	\$ 334		\$ 213	\$ 588
New Fees	\$ 41		\$ 216		\$ 257

Recommendation

Staff recommends that the Commission adopt the 2002-03 test fees shown in Table 1.

Table 1	
Proposed Fees for 2002-03	
Exam	Proposed Fee
CBEST	\$ 41
RICA	
Written Exam	\$ 134
Video Performance Assessment	\$ 226
CLAD/BCLAD	
Program Management Fee	\$ 38
Test 1: Language Structure & First and Second Language Development	\$ 45
Test 2: Methodology of Bilingual, ELD, & Content Instruction	\$ 75
Test 3: Culture and Cultural Diversity	\$ 75
Test 4: Methodology for Primary Language Instruction	\$ 45
Test 5: Culture of Emphasis	\$ 55
Test 6: Language of Emphasis (All four parts)	\$ 145
Test 6: Listening	\$ 45
Test 6: Reading	\$ 45
Test 6: Speaking	\$ 50
Test 6: Writing	\$ 55
SSAT	
Program Management Fee	\$ 36
Multiple Choice (MC)	\$ 64
MC & Constructed Response	\$ 88
Foreign Language	\$ 125
MSAT	
Program Management Fee Only	\$ 42
New Subject Matter Exams (Elementary, English, Math, Science, Social Science)	
Program Management Fee Only	\$ 36

Table 2
Total Fees for CBEST, RICA, CLAD/BCLAD, MSAT
and New Subject Matter Exams

Exam	Total Current Fees	Proposed Total Fees for 2002-03	% Increase
CBEST	\$ 41	\$ 41	0%
RICA*			
Written Exam	\$ 122	\$ 134	10%
Video Performance Assessment	\$ 190	\$ 226	19%
CLAD/BCLAD			
CLAD	\$ 213	\$ 233	9%
BCLAD	\$ 476	\$ 516	8%
MSAT	\$ 210	\$ 222	5%
New Subject Matter Exams			
(Elementary, English, Math, Science, Social Science)	N/A	\$ 216	N/A

* Candidates may take either the RICA Written Examination or the RICA Video Performance Assessment.

Table 3			
Total Fees for SSAT/Praxis to Meet Single Subject Exam Requirement Based Upon Proposed Changes to SSAT Fees			
Subject	Total Current Fees	Total Fees for 2002-03	% Increase
English**	\$ 222	\$ 235	6%
Math**	\$ 277	\$ 290	5%
Science: Biology**	\$ 334	\$ 354	6%
Science: Chemistry**	\$ 334	\$ 354	6%
Science: Geoscience**	\$ 284	\$ 308	8%
Science: Physics**	\$ 334	\$ 354	6%
Social Science**	\$ 277	\$ 290	5%
Agriculture	\$ 122	\$ 139	14%
Art	\$ 277	\$ 290	5%
Business	\$ 122	\$ 139	14%
French	\$ 277	\$ 290	5%
German	\$ 149	\$ 176	18%
Health Science	\$ 122	\$ 139	14%
Home Economics	\$ 122	\$ 139	14%
Industrial Technology	\$ 122	\$ 139	14%
Japanese	\$ 149	\$ 176	18%
Korean	\$ 149	\$ 176	18%
Mandarin	\$ 149	\$ 176	18%
Music	\$ 277	\$ 290	5%
Physical Education	\$ 277	\$ 290	5%
Punjabi	\$ 149	\$ 176	18%
Russian	\$ 149	\$ 176	18%
Spanish	\$ 277	\$ 290	5%
Vietnamese	\$ 149	\$ 176	18%
Preliminary Educational Technology	\$ 122	\$ 139	14%

** SSAT and Praxis exams for these subject areas will be phased out by the end of 2002-03. Exams for all other subject areas will be phased out over the following two years.

*California
Commission on Teacher Credentialing*

*Meeting of
April 11, 2002*

AGENDA ITEM NUMBER: PERF – 1: IN-FOLDER

COMMITTEE: Performance Standards Committee

TITLE: Proposed 2002-03 Test Fees for Teacher Credentialing Examinations

Action

Information

Strategic Plan Goal(s):

- Goal 1:** Promote educational excellence through the preparation and certification of professional educators
- Sustain high quality standards for the performance of credential candidates

Prepared By: _____ **Date:** _____
Mark McLean
Assistant Consultant, Professional Services Division

Approved By: _____ **Date:** _____
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Approved By: _____ **Date:** _____
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** _____
Sam W. Swofford, Ed.D.
Executive Director

Proposed 2002-03 Test Fees for Teacher Credentialing Examinations

Professional Services Division

April 8, 2002

Revised Information

The information presented in the original agenda report is replaced with the following revised information.

In determining the total current and proposed 2002-03 fees for the Multiple Subjects Assessment for Teachers (MSAT), the registration fee that examinees must pay the contractor was overlooked in the original report. This fee is not determined by the Commission but affects the total fees presented in Figure 1 and Table 2. The updated MSAT fees are presented in the revised Figure 1 and Table 2 shown below.

	CBEST	RICA Written Examination	MSAT	New Elementary Subject Matter Exam	CLAD	Total
Current Fees	\$ 41	\$ 122	\$ 245		\$ 213	\$ 621
New Fees	\$ 41	\$ 134		\$ 216		\$ 391

Exam	Total Current Fees	Proposed Total Fees for 2002-03	% Increase
CBEST	\$ 41	\$ 41	0%
RICA*			
Written Exam	\$ 122	\$ 134	10%
Video Performance Assessment	\$ 190	\$ 226	19%
CLAD/BCLAD			
CLAD	\$ 213	\$ 233	9%
BCLAD	\$ 476	\$ 516	8%
MSAT	\$ 245	\$ 257	5%
New Subject Matter Exams			
(Elementary, English, Math, Science, Social Science)	N/A	\$ 216	N/A

* Candidates may take either the RICA Written Examination or the RICA Video Performance Assessment.

California Commission on Teacher Credentialing

Teacher Supply in California 2000-2001

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze the effects of current statutes and policies effecting teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Originally intended to provide data as outlined in Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis, the report incorporates the requirements of the measure into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at www.ctc.ca.gov.

This report frames information under seven questions regarding teacher supply. The questions are:

- How Many Teachers Are Credentialed Each Year in California?
- What Types of Credentials Are Teachers Earning?
- Are Alternative Routes Growing?
- Are Career Ladder Programs Working?
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Are the Numbers of Emergency Permits and Waivers Leveling Off?

There is good news. In fiscal year 2000-01 California saw an 8% increase in teachers newly available to teach, a 5% decrease in the number of emergency teaching permits, and a 17% decrease in the number of credential waivers.

How Many Teachers Are Credentialed Each Year in California?

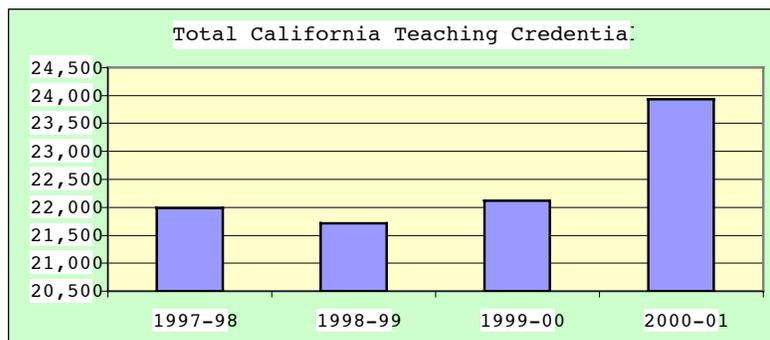
Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. Individuals who complete programs through an IHE may earn a preliminary credential first or complete the full professional clear credential program and by-pass the preliminary credential. Those who complete district internship programs earn a professional clear credential. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The supply of credentialed teachers in California increased by 8% from fiscal year 1999-00 to 2000-01, from 22,122 to 23,926. Many of these teachers previously held a preliminary credential, an intern credential, a pre-intern certificate or an emergency permit and were teaching in California classrooms.

The following chart shows the numbers of teachers earning California credentials for fiscal years 1997-98, 1998-99, 1999-00 and 2000-01. The data shows teaching credential numbers for preliminary credentials and professional clear credentials combined.

Total California Teaching Credentials Issued

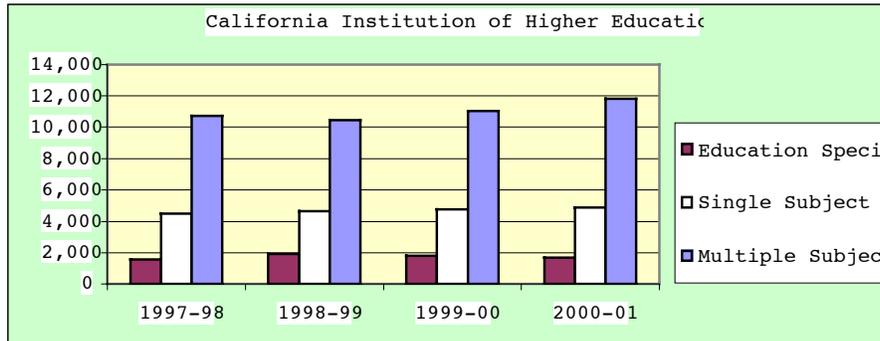
	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
California IHE Prepared	16,767	16,993	17,555	18,397	4.8%
District Prepared	393	508	703	805	14.5%
Out-of-State Prepared	4,837	4,216	3,864	4,724	22.3%
Totals	21,997	21,717	22,122	23,926	8.2%



The following charts show the types of teaching credentials earned in California through the avenues outlined above – California IHE programs, school district programs and teachers prepared in other states.

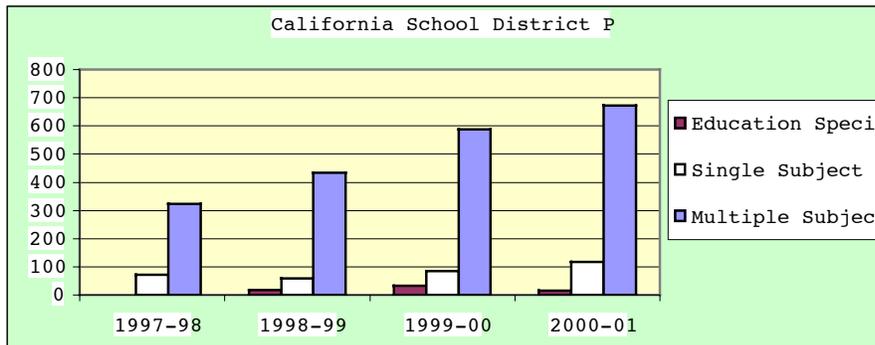
California IHE Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	10,710	10,444	11,013	11,813	7.3%
Single Subject	4,500	4,650	4,748	4,886	2.9%
Education Specialist	1,557	1,899	1,794	1,698	-5.4%
Total	16,767	16,993	17,555	18,397	4.8%



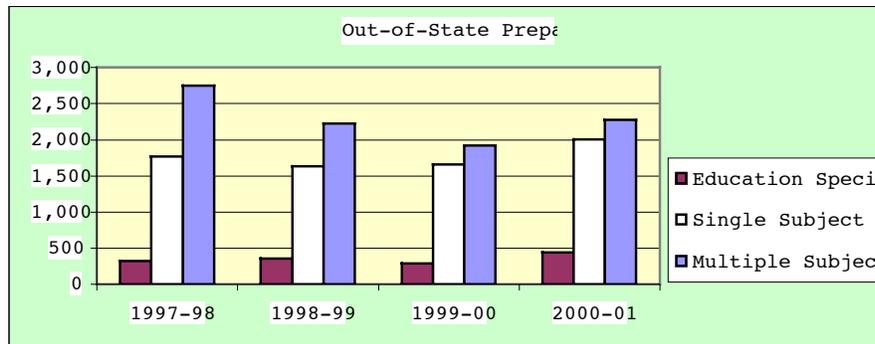
District Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	322	434	587	673	14.7%
Single Subject	71	58	85	117	37.6%
Education Specialist	0	16	31	15	-51.6%
Total	393	508	703	805	14.5%



Out-of-State Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	2,747	2,223	1,918	2,277	18.7%
Single Subject	1,765	1,634	1,658	2,006	21.0%
Education Specialist	325	359	288	441	53.1%
Totals	4,837	4,216	3,864	4,724	22.3%



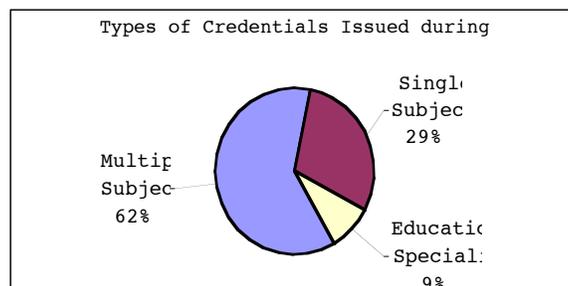
What Types of Credentials Are Teachers Earning?

This report focuses on teaching credentials for California’s K-12 classrooms. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist credentials authorize service in special day classes and in resource programs for students with special needs.

As shown in the chart below, Multiple Subject Teaching Credentials comprise 62% of the total number of credentials issued in 2000-01 at 14,763. Single Subject Teaching Credentials comprise 29% at 7,009 and Education Specialist Teaching Credentials comprise 9% of the total at 2,154.

Types of Credentials Issued During 2000-01

	<u>2000-01</u>
Multiple Subject	14,763
Single Subject	7,009
Education Specialist	2,154
Total	23,926



Are Alternative Routes Growing?

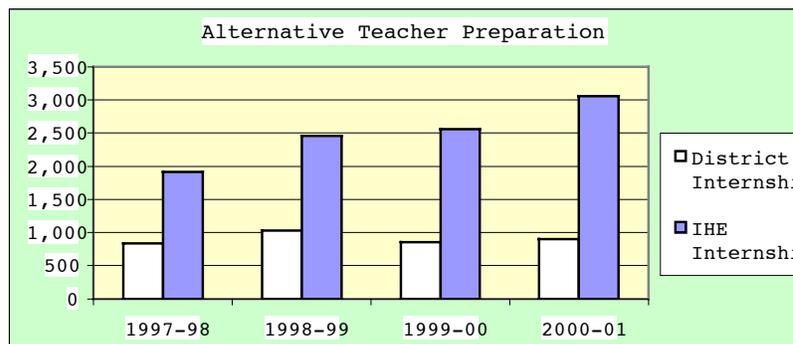
California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored in addition to providing continued teacher education courses and seminars.

The chart below shows the number of intern credentials and certificates issued for use in both IHE and school district programs. Data for fiscal years 1997-98, 1998-99, 1999-00 and 2000-01 show a steady increase in IHE internship programs with an enrollment of 3,056 in 2000-01 and a slight variation over time in district internship programs with an enrollment of 897 in 2000-01

Alternative Teacher Preparation Routes

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
IHE Internships	1,909	2,458	2,557	3,056	19.5%
District Internships	834	1,030	855	897	4.9%
Totals	2,743	3,488	3,412	3,953	15.9%



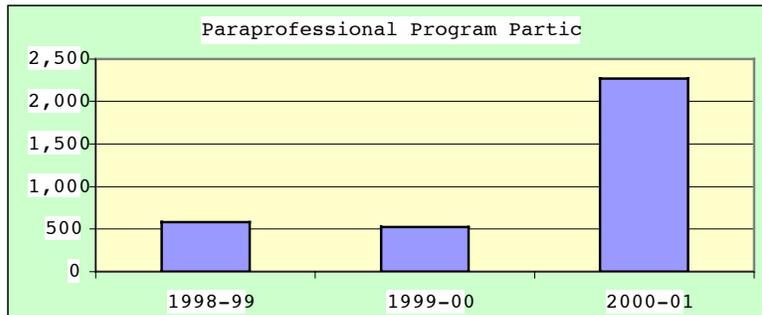
Are Career Ladder Programs Working?

In the past few years, the Governor and the Legislature have provided programs for individuals working in classrooms as paraprofessionals and as pre-interns. These programs provide funding to support individuals while they work in the classroom and complete their teacher preparation. The Paraprofessional Teacher Training Program provides money for tuition and books, offers academic support as participating classroom aids earn a college degree and complete a credentialing program. The Pre-Intern Program provides funds for school districts to support teachers who would otherwise serve on emergency permits. The program offers training in basic classroom skills such as classroom management and organization, provides mentoring and helps the participants meet credentialing subject matter requirements to enter an internship program. Both programs have been highly successful in moving participants into internship programs and later to full credentials.

Analysis of the participation in both programs can help forecast future credential numbers. The charts below show increased participation in both programs, due in great measure to increased funding. The Paraprofessional Teacher Training Program shows a 334.5% increase in participation from 1999-00 to 2000-01 from 522 participants to 2,268 participants. The Pre-Intern Program shows a 95.4% increase in certificates issued from 1999-00 to 2000-01 from 4,142 to 8,092.

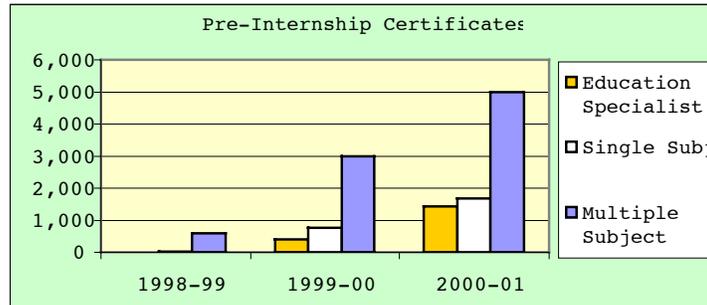
Paraprofessional Program Participants

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
580	522	2,268	334.5%



Pre-Internship Certificates Issued

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	597	2,987	4,981	66.8%
Single Subject	12	760	1,677	120.7%
Education Specialist	0	395	1,434	263.0%
	609	4,142	8,092	95.4%

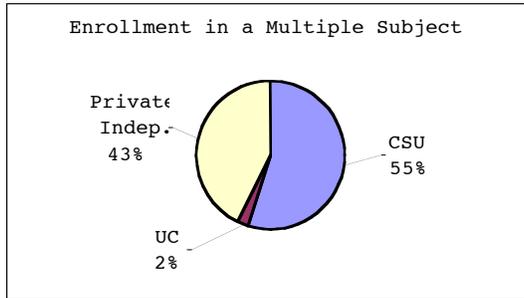


Tracking teacher preparation program enrollment can serve as yet another forecasting tool. Recent federal regulations, detailing the Elementary and Secondary Education Act, require all states to report data on teacher preparation. Included in this report is enrollment data for all IHE teacher preparation programs. Fiscal year 2000-01 marks the first year of this reporting requirement.

The charts below show enrollment data for Multiple Subject Teaching Credential Programs, Single Subject Teaching Credential Programs and Education Specialist Teaching Credential Programs. The charts show this data according to enrollment in programs offered through the California State Universities (CSU), the University of California (UC) and Private/Independent Universities. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data shows that there are 31,470 candidates enrolled in programs for Multiple Subject Teaching Credentials, 14,699 candidates enrolled in programs for Single Subject Teaching Credentials and 5,109 candidates enrolled in programs for Education Specialist Teaching Credentials.

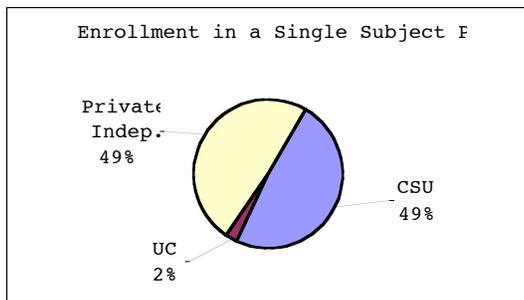
Multiple Subject

CSU	17,262
UC	738
Private / Indep.	13,470
Total	31,470



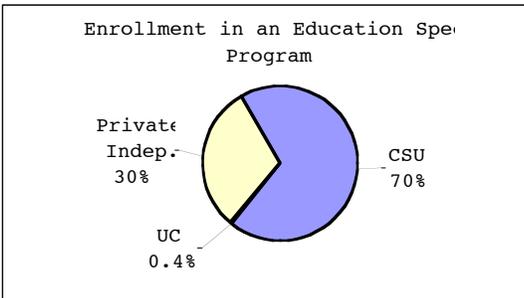
Single Subject

CSU	7,162
UC	366
Private / Indep.	7,171
Total	14,699



Education Specialist

CSU	3,529
UC	22
Private / Indep.	1,558
Total	5,109

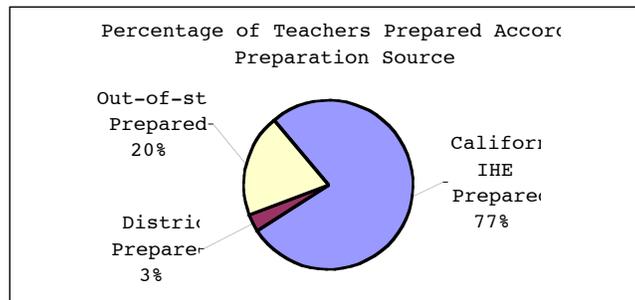


Who Prepares California's Teachers?

California Universities prepared 77% of the teachers in California in fiscal year 2000-01. Teachers prepared in other states who later became credentialed in California comprised 20% of newly credentialed California teachers. The remaining 3% of newly credentialed teachers were prepared through school district internship programs.

Percentage of Teachers Prepared According to Preparation Source
Fiscal Year 2000-01

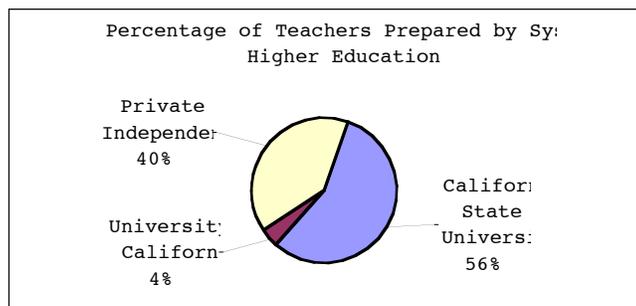
<u>Certification Route</u>	<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u>	<u>Totals</u>
California IHE Prepared	11,813	4,886	1,698	18,397
District Prepared	673	117	15	805
Out-of-state Prepared	2,277	2,006	441	4,724



Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU prepared 56% of the teachers in the fiscal year 2000-01. Forty percent of the teachers were prepared in programs offered through Private/Independent Universities and 4% were prepared through UC programs.

Percentage of Teachers Prepared by System of Higher Education
Fiscal Year 2000-01

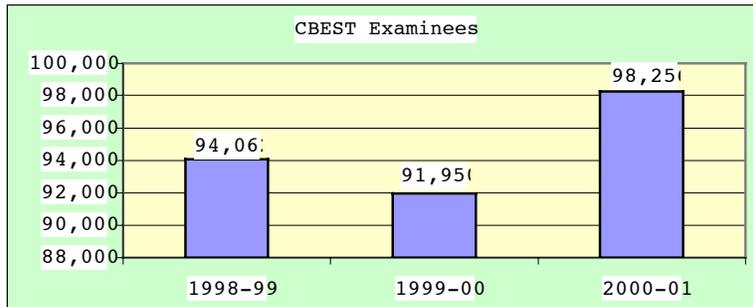
California State University	10,258
University of California	791
Private / Independent	7,348
Total	18,397



Are More People Considering a Teaching Career?

One indicator of interest in teaching is the number of individuals taking the California Basic Education Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. While the number of CBEST examinees has varied over the last three years, data shows that there is a substantial increase in 2000-01 at 98,256 compared to 91,950 in 1999-00 and 94,062 in 1998-99. All examinee numbers include repeat test takers.

<u>CBEST Examinees</u>			
<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
94,062	91,950	98,256	6.9%

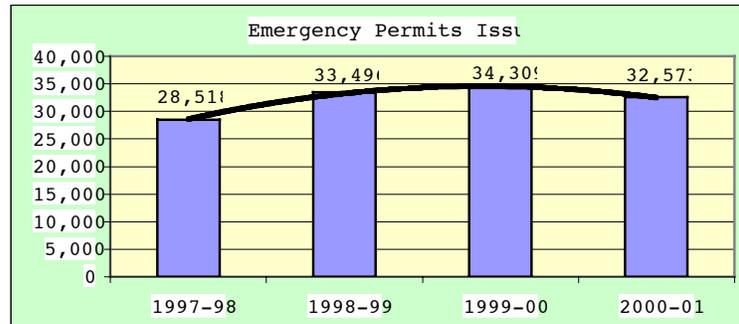


Are the Numbers of Emergency Permits and Waivers Leveling Off?

For the first time since class size reduction was implemented in California in fiscal year 1995-96, the numbers of emergency permits and credential waivers has decreased from the previous year. From fiscal year 1999-00 to 2000-01 the number of emergency teaching permits decreased by 5% -- from 34,309 in 1999-00 to 32,577 in 2000-01. Additionally, the number of credential waivers decreased by 17% -- from 2,724 in 1999-00 to 2,265 in 2000-01. Taking into account an increase in the number of certificated staff in California's schools and the decrease in the number of emergency permits, the percentage of emergency permits has decreased from 11.6% in 1999-00 to 10.7% in 2000-01. Credential waivers decreased from 1.1% of the total certificated staff in 1999-00 to .7% in 2000-01.

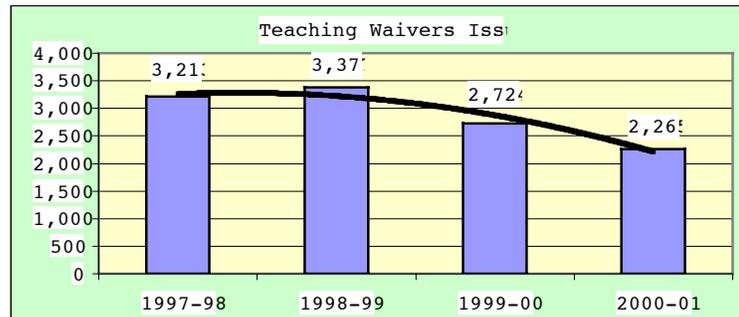
Emergency Permits

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
28,518	33,496	34,309	32,573	-5.1%



Waivers

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
3,213	3,377	2,724	2,265	-16.9%



Proposed Amendments and Additions to Title 5 Regulations Concerning the Requirements for the Administrative Services Credentials

March 22, 2002

Summary

This item proposes an amendment to Title 5 Regulations pertaining to the requirements for the Administrative Services Credential to allow alternative preparation program providers for the preliminary credential.

Fiscal Impact

There will be a minor cost to the agency related to disseminating the information to school districts and county offices of education and holding a public hearing. Such costs are contained within the budget of the Certification, Assignment and Waivers Division.

Policy Issues to be Resolved

Should the Commission allow alternative preparation program providers for the preliminary Administrative Services Credential?

Recommendation

Staff recommends that the Commission approve the amendment to Title 5 Regulations pertaining to the requirements for the Administrative Services Credential for purposes of beginning the rulemaking files for submission to the Office of Administrative Law and scheduling a public hearing.

Background

The Commission has been studying issues and options in the preparation and licensure of administrators for several months. During its February 2002 meeting, the Commission directed staff to develop an action plan with recommendations that would accomplish specific objectives. One of the objectives in the action plan approved at the March 2002 meeting is to authorize alternative, accredited, standards-based routes to the Administrative Services Credential, including preparation offered by local school districts.

Proposed Amendments for the Administrative Services Credential - Requirements

Title 5 Regulations governing preparation for the Administrative Services Credential are, in some cases, more restrictive than current statute because they allow only for preparation in California through a college or university program. To authorize alternative, standards-based routes to the credential, including preparation offered by local school districts, current Title 5 regulations need to be revised to conform with the Education Code, which does not exclude alternative providers.

The proposed change to Title 5 §80054 will allow for additional providers of preparation programs for the preliminary Administrative Services Credential with the element summarized below:

- Subsection (a)(5)(A) would allow applicants prepared in California to submit verification of completion of the requirements from the accredited professional Administrative Services Credential program. Removing the wording of a recommendation from a California college or university allows for both the California

colleges and universities and alternative providers to verify completion of the requirements for the preliminary credential.

Title 5 §80054. Services Credential with a Specialization in Administrative Services; Requirements.

- (a) The minimum requirements for the preliminary Administrative Services Credential include (1) through (6).
 - (1) One of the following:
 - (A) a valid California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent; or
 - (B) a valid California designated subjects teaching credential provided the applicant also possesses a baccalaureate degree; or
 - (C) a valid California services credential in pupil personnel services, health services, library media teacher services, or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent;
 - (2) Completion of one of the following:
 - (A) a specialized and professional preparation program in administrative services taken in California and accredited by the Committee on Accreditation; or
 - (B) a professional preparation program in administrative services, including successful completion of a supervised field work or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; or
 - (C) one-year internship program in administrative services accredited by the Committee on Accreditation;
 - (3) Passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b);
 - (4) Verification of one of the following:
 - (A) three years of successful, full-time teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status; or
 - (B) three years of successful, full-time experience in the fields of pupil personnel, health, library media teacher, or clinical or rehabilitative services in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status;

- (5) One of the following:
 - (A) ~~a recommendation from a California regionally accredited institution of higher education~~ verification of completion from that has a California preliminary administrative services program accredited by the Committee on Accreditation; or
 - (B) an individual who completed his or her professional preparation program outside of California as described in (a)(2)(B), may apply directly to the Commission for the preliminary Administrative Services Credential; and
- (6) Verification of an offer of employment in a full- or part-time administrative position in a public school or private school of equivalent status.
- (7) An individual who has completed requirements (1) through (5) but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and authorizes the holder to seek employment.
- (b) A Preliminary Administrative Services Credential issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially only until the date of expiration of the valid prerequisite credential as defined in (a)(1) of this section but for not more than five years. A Preliminary Administrative Services Credential that expired in less than five years shall be renewed until the date of expiration of the valid prerequisite credential as defined in (a)(1) of this section but for not more than five years.
- (c) A preliminary Administrative Services Credential authorizes the services specified in section 80054.5.
- (d) The minimum requirements for the professional clear Administrative Services Credential shall include (1) through (4):
 - (1) Possession of a valid preliminary administrative services credential;
 - (2) Verification of two years of successful experience in a full-time administrative position in a California public school or California private school of equivalent status, while holding the preliminary administrative services credential;
 - (3) Completion of an individualized program of advanced administrative services preparation accredited by the Committee on Accreditation designed in cooperation with the employing agency and the college or university; and
 - (4) A recommendation from a California regionally accredited institution of higher education that has a professional clear administrative services program accredited by the Committee on Accreditation.
- (e) A professional clear Administrative Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (f) A professional clear Administrative Services Credential authorizes the services specified in section 80054.5.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44065, 44252(b), 44270, 44270.1, 44372, and 44373, Education Code.