



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

Web-Posted
April 22, 2002;
Updated May 7,
2002

May Commission Agenda

May 1 - 2, 2002
Commission Offices, 1900 Capitol Avenue
Sacramento, CA 95814

Correspondence regarding any of these agenda items should be sent to the attention of the Executive Director at the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213.

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

Wednesday, May 1, 2002 - Commission Office

1. Executive Committee (Chairman Bersin)

11:00 a.m.

- EXEC-1 Approval of the April 11, 2002 Executive Committee Minutes
- EXEC-2 Interviews for Appointments to the Committee of Credentials
- EXEC-3 Approval of the Commission's 2003 Meeting Schedule

2. General Session (Chairman Bersin)

2:15 p.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)

3. Appeals and Waivers (Committee Chairman Madkins)

- A&W-1 Approval of the Minutes
- A&W-2 Waivers: Consent Calendar
- A&W-3 Waivers: Conditions Calendar
- A&W-4 Waivers: Denial Calendar

Thursday, May 2, 2002 - Commission Office

1. General Session (Chairman Bersin)

8:00 a.m.

- GS-1 Roll Call
- GS-2 Pledge of Allegiance
- GS-3 Approval of the [April 2002 Minutes](#)
- GS-4 Approval of the May 2002 Agenda
- GS-5 Approval of the May 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

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

- C&CA-1 Proposed Amendments to Title 5 Regulations Pertaining to the Authorization for the Administrative Services Credential and Services Teachers May Provide
- C&CA-2 Proposed Amendments to Title 5 Regulations Pertaining to Definitions and Acceptance of Electronic Signatures

3. 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
 ▶ [Addendum to LEG-1](#) (In-Folder) -- Posted May 7, 2002

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

- [FPPC-1](#) Update on the Governor's Budget for Fiscal Year 2002-03
- [FPPC-2](#) Update on the Teacher Credentialing Service Improvement Project

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

- [PREP-1](#) Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and Recommendation for Initial Institutional Accreditation for the Otis College of Art and Design
- [PREP-2](#) Recommended Preconditions for Multiple and Single Subject Professional Preparation Programs and Proposed Modification of Common Standards
- [PREP-3](#) The Governor's Proposed Budget for BTSA Programs in 2002-2003 and the Statewide Expenditure Plan

6. Introduction

- I-1 Introduction of Dr. Mary Jane Pearson, U.S. Secretary for Education, Rod Paige's Regional Representative

1:00 p.m.

7. Day of the Teacher Celebration

1:30 p.m.

8. 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
 - May, June and July 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:

June 6, 2002

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

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	SB 1250
Author:	Senator Vincent
Sponsor:	United Teachers, Los Angeles
Subject of Bill:	State basic skill proficiency test
Date Introduced:	January 8, 2002
Date Amended:	April 3, 2002
Status in Leg. Process:	Assembly Committee of Education (hearing not set)
Current CCTC Position:	None
Recommended Position:	Oppose Unless Amended
Date of Analysis:	April 29, 2002
Analyst:	Dan Gonzales

Summary of Current Law

The California Basic Education Skills Test (CBEST) was developed to meet legal requirements related to credentialing and employment. The law specifies that candidates must demonstrate proficiency in basic reading, writing, and mathematics skills by passing CBEST.

Condition of Employment. The law requires school districts to only hire certificated staff who have demonstrated basic skills proficiency in reading, writing, and mathematics, unless the person is exempt.

Thus, anyone who earned their credential after February 1, 1983 must pass CBEST as a condition of employment to serve in a California public school. Those who received their teaching credential before 1983 were exempt as long as they remained employed by a school district in the capacity of the credential. When a teacher is no longer employed by a school district for 39 months or longer they must pass CBEST as a condition of re-employment.

Further, the law allows a school board, with the authorization of the Commission, to administer a basic skills proficiency test and to employ, on a temporary basis, someone who:

- Holds a valid California teaching credential,
- Has not taken the state basic skills test, and
- Has not been employed as a teacher for 39 months, but who has passed a basic skills proficiency examination which has been developed and administered by the school district offering that person employment. As a condition for "temporary" employment, the individual must take the CBEST within one year of their employment.

Condition of Application for Credential, Certificate, Permit, or Entry into Teacher Preparation Program. The law requires applicants for a credential, certificate, or permit to serve in California's public schools must pass the CBEST before the credential, certificate, or permit will be issued. CBEST must be taken for diagnostic purposes before the final deadline for application for admission to a teacher preparation program.

Exemptions. Applicants are exempt from the CBEST requirement, if they are applying for one of the following credentials, certificates, or permits:

- Renewal, reissuance, or upgrading of existing non-emergency credentials, certificates, or permits unless it is specifically indicated as a renewal requirement on the document.
- Credentials issued solely for teaching adults in apprenticeship programs.
- Those Designated Subjects Credentials for which a bachelor's degree is not required.
- Certificates of Clearance (required for student teaching).
- Any added authorization to teach. This exemption does not apply to those holding a credential to teach that did not require a baccalaureate degree and the teaching authorization sought requires the degree.
- Children's Center Instruction Permits, Child Development Permits, and Special Center Permits.
- Health Services Credentials, unless the document also authorizes teaching.
- Deaf and Hard-of-Hearing, Education Specialist Instruction Credential or School Counseling Services Credential, for a prelingually deaf individual. Credentials issued under this option may only serve in state special schools or in classes for students who are deaf or hearing impaired. Prelingually deaf

individuals who choose this option must complete a job-related assessment in lieu of CBEST.

Finally, individuals must only pass the CBEST once. CBEST passing scores remain valid indefinitely for all credential and employment purposes.

Summary of Current Activity by the Commission

The Commission works with National Evaluation Systems to carry out validity studies, determine content, and administer CBEST.

Analysis of Bill Provisions

This bill, for purposes of employment by a school district, adds retired teachers who meet specified requirements to the list of those who are exempt from passing CBEST.

Retired teachers would have to meet all of the following requirements:

- Taught 15 years or more in a California public school.
- Employed at least 5 of those 15 years in the same school district that desires to re-employ that person or concurrently enrolls in a teacher refresher course that meets all of the following requirements:
 - The course is developed and administered by the employing school district.
 - The course is aligned with the California Standards for the Teaching Profession.
 - The course is approved by the Commission on Teacher Credentialing.
- Employed as a classroom teacher or administrator within the last 10 years.

Comments.

Course should align with Academic Content Standards, not CTSP. The teacher refresher course should be aligned with K-12 academic content standards and not the California Standards for the Teaching Profession (CSTP). The CSTP sets forth standards for professional teaching practice in California. The pedagogical standards were developed to facilitate the induction of beginning teachers and to guide teachers as they define and develop their practice. Passage of CBEST demonstrates proficiency in basic reading, writing, and mathematics skills, in English. So, the teacher refresher course required in this bill should align with the K-12 academic content standards and not the CTSP.

Department of Education should approve the course, not the Commission. Generally, the Commission administers programs related to initial licensure, such as the paraprofessional, pre-intern and intern program. The State Department of Education administers post-certification professional development programs. Since the new teacher refresher course that would be

required by this bill is post-certification, the State Department of Education should approve the course.

Fiscal Analysis

This bill could have a significant fiscal impact on the Commission and school districts. Commission staff estimates this measure would cost approximately \$52,000 a year for Commission staff to approve the district's teacher refresher course. The Commission estimates 100 districts may develop and administer the teacher refresher course at a cost of \$25,000 per district for a total cost of \$2.5 million annually.

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

United Teachers Los Angeles (sponsor)
Small School District Association

Oppose

Capitol Resource Institute

Suggested Amendments

The Commission proposes that the teacher refresher course required under this bill align with the K-12 academic content standards and not the CTSP and that the state Department of Education approve the course and not the Commission.

Reason for Suggested Position

OPPOSE UNLESS AMENDED – Commission staff recommends the Commission oppose this bill unless it is amended to require the teacher refresher course align with the academic content standards and is approved by the Department of Education.

**SUGGESTED AMENDMENTS
SB 1250 (VINCENT)
AS AMENDED APRIL 3, 2002**

1. Amend page 2, line 36 (Education Code 44830 (c)(1) to read:

(c) (1) A certificated person shall not be required to take the state basic skills proficiency test if he or she has been employed in a position requiring certification in any school district within 39 months prior to employment with the district or if he or she is a retired certificated employee who has taught 15 years or more in any school district. A meets all of the following requirements:

(A) Has taught 15 years or more in a California public school.

(B) Has been employed at least five of those 15 years in the same school district that desires to re-employ that person or concurrently enrolls in a teacher refresher course that meets all of the following requirements:

(i) The course is developed and administered by the employing school district.

(ii) The course is aligned with the ~~California Standards for the Teaching Profession~~ **K-12 academic content standards.**

(iii) The course is approved by the ~~Commission on Teacher Credentialing~~ **Department of Education.**

(C) Has been employed as a classroom teacher or administrator within the last 10 years.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 1547
Author:	Senator Nell Soto
Sponsor:	California Association of Bi-lingual Educators (CABE)
Subject of Bill:	English language learners
Date Introduced:	February 20, 2002
Date Amended:	April 17, 2002
Status in Leg. Process:	Senate Committee on Education (scheduled for hearing on May 1, 2002)
Current CCTC Position:	Oppose unless amended
Recommended Position:	Oppose
Date of Analysis:	April 29, 2002
Analyst:	Anne L. Padilla

Summary of Current Law

Existing law specifies 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. Existing law (AB 1059 Ducheny, 1999) also requires that all basic teacher preparation programs satisfy standards for the preparation of teachers for all students, including English learners.

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 (Alpert/Mazzoni) 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

As introduced, this measure stated the Legislature's intent that in implementing AB 1059 the Commission supplement, not replace, the more specialized services offered by individuals who obtain a certificate to instruct limited-English-proficient pupils pursuant to the CLAD law.

Recent amendments to the bill strike this intent language and would instead require that:

- All multiple and single subject programs provide individual courses that meet the requirements of the foreign language and human relations elements of the current CLAD certificate as specified in Education Code Sections 44353.3(3)(b) and 44253.3(3)(c);
- The requirements of this new section of code not diminish the time or length of coursework required for a CLAD certificate;
- The Commission continue to issue CLAD certificates as an integrated option to the basic teaching credential;
- All multiple or single subject teaching credential programs resubmit their compliance plans pursuant to AB 1059 and SB 2042 with modifications that conform with SB 1547;
- Onsite evaluation teams established by the Commission for the purpose of evaluating plans submitted pursuant to AB 1059 and SB 2042 to evaluate the plans for compliance with provisions of SB 1547; and
- Members of all ongoing onsite evaluation teams include, at a minimum, all of the following:
 1. one person with recognized experience in scholarly research and instruction of English language learners;
 2. one person that has direct teaching experience with English language learners;

3. one person that has experience in administering an English language learner program.

Comments

- By requiring that teacher preparation programs offer separate courses in foreign language and human relations the bill imposes new costs on programs and new requirements on candidates. Currently, “coursework” in these areas is required, taken from any accredited program, at any time in a candidate’s preparation. The bill would require that this work be done as a separate course during the preparation program. Many preparation programs are not currently structured to offer these courses. Most candidates currently fulfilling these requirements as prerequisites would be forced to squeeze these units into an already overscribed one-year program.
- The Commission has already begun the program review process required under AB 1059. If a second review is mandated pursuant to this bill, programs will not be able to be approved in time to meet the 2003 statutory deadline mandated by AB 1059.
- Requiring programs to restructure and resubmit their programs will result in costs to the 84 institutions with preparation programs and to the Commission.
- Currently, the onsite evaluation team reviewing programs includes both higher education and K-12 faculty experienced in English language learner issues. The bill requires that additionally a member of the team have experience in administering English language learner programs. This would increase the size of the evaluation teams and impose additional costs on the Commission.

Fiscal Analysis

This measure would impose significant costs on the Commission for evaluation of new programs, to preparation programs for the design and implementation of new courses and for students who would be required to complete more units for their credential programs.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

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.

Reason for Suggested Position

OPPOSE– Commission staff is recommending the Commission oppose this bill.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	AB 2160
Authors:	Assemblymembers Goldberg, Wesson, Strom-Martin
Sponsor:	California Teachers Association
Subject of Bill:	Public School Employees: Scope of Collective Bargaining
Date Introduced:	February 20, 2002
Last Amended:	April 11, 2002
Status in Leg. Process:	Assembly Floor
Current CTC Position:	Oppose
Recommended Position:	Oppose Unless Amended
Date of Analysis:	April 26, 2002
Analyst:	Leyne Milstein

Summary of Current Law

Existing law provides public school employees the right of representation on all matters of employer-employee relations and limits the scope of representation to matters relating to wages, hours of employment, and other terms and conditions of employment, as defined. Existing law also provides that the exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks, as provided.

Section 44279.1 of the Education code established the California Beginning Teacher Support and Assessment System (BTSA) for first and second year teachers. This program, among other purposes, was established to provide an effective transition into teaching for beginning teachers, improve the educational performance of pupils, and ensure the professional success and retention of new teachers.

Summary of Current Activity by the Commission

The Commission co-administers the BTSA program with the California Department of Education. In order for BTSA programs to receive Commission approval and funding, they must demonstrate that they satisfy Commission adopted program standards. In this model, BTSA program content is at the discretion of the participating school district to the extent that the content satisfies BTSA program standards.

Currently, participation in BTSA or alternative induction programs is at the discretion of the employing school district. However, pursuant to the implementation of SB 2042 (Alpert/Mazzoni, 1998), beginning as early as Fall 2003, participation in and successful completion of BTSA or another Commission approved induction program will be required to receive a professional clear teaching credential (Education Code section 44279.4).

The Commission administers the Pre-Intern and Intern programs. The Pre-Intern program provides support and assistance to candidates who are teaching while they work to satisfy subject matter requirements. The intern program provides support and teacher preparation coursework, ultimately leading to a preliminary teaching credential. There are currently 10,600 participants in the Pre-intern program and 7,500 participants in the Intern programs (includes University and district intern programs).

Analysis of Bill Provisions

This bill would expand the scope of representation for the exclusive representative of (a) certificated personnel employed by a school district, (b) a county superintendent of schools, or (c) a charter school that has declared itself to be a public school employer, to the extent these matters are within the discretion of the public school employer under the law to include:

- Utilization and assignment of mentors.
- Selection of an external evaluator under the Immediate Intervention/Underperforming Schools Program.
- Selection of a school assistance and intervention team under the High Priority Schools Grant Program for Low Performing Schools.
- Procedures for all of the following:
 - Development and implementation of any program designed to enhance pupil academic performance.
 - Development and implementation of the content and delivery of professional training and development for certificated employees.
 - Selection of textbooks and instructional materials.
 - Development and implementation of local educational standards.
 - Development and implementation of the definition of educational objectives, content of courses, and curriculum.
 - Participation of certificated employees on school site councils and any other advisory or representative body established in the school district.
 - Development and implementation of any program to encourage parental involvement in student education.
 - Maintenance of school facilities.
- Other professional issues.

In addition, the exclusive representative of certificated personnel has the right to consult on other matters not within the scope of representation to the extent those matters are within the discretion of the public school employer under the law. All matters not specifically enumerated are reserved to the public school employer and may not be a subject of meeting and negotiating, provided that nothing herein may be construed to

limit the right of the public school employer to consult with any employees or employee organization on any matter outside the scope of representation.

When an issue is within the scope of bargaining, an employer may not take action on that subject without completion of the following:

- Provide adequate notice to the union of the intent to take action;
- Upon request, provide the union the opportunity to negotiate the intended action;
- Upon receipt of the request, make public at a public board meeting the respective initial proposals on the topic by both the union and the employer or at least, notify the public that this topic has arisen during the conduct of negotiations;
- Schedule negotiations with the union and provide paid release time for a reasonable number of teachers who will serve on the union's bargaining team;
- Conduct negotiations until an agreement is reached or the employer decides not to implement the issue of discussion or an impasse is reached;
- If an impasse is reached, mediation and potentially a fact-finding process;
- If fact finding fails and neither side is willing to move, the employer may act on the topic. If either side is willing to move, negotiations must continue. If a second impasse is reached, the employer may act unilaterally.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may 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.**
- 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.**

Analysis of Fiscal Impact of Bill

This measure will not result in additional costs to the Commission. However, expansion of the collective bargaining process could result in additional State costs resulting from the increased length of time to resolve a larger number of issues. It is likely that these costs would come from educational funds guaranteed by Proposition 98, resources that would otherwise be used to support instructional programs.

Organizational Positions on the Bill

This measure is sponsored by the California Teachers Association.

Over 150 associations, school districts, county offices of education and local school boards registered opposition to this measure when it was heard in the Assembly Education Committee on April 24, 2002.

Suggested Amendments

The following amendments would ensure that teacher preparation and licensure are not subject to the process of collective bargaining:

Add language specifying that Government Code section 3543.2 (A) does not apply to the utilization and assignment of mentors or program support providers as defined in Education Code Sections 44279.5, 44305 and 44326 or to professional development as defined in Education Code section 44279.1.

Amend Section 3543.2 of the Government Code as follows:

- (A) The utilization and assignment of mentors.
- (B) The selection of an external evaluator or other entity as provided by subdivision (a) of Section 52054 of the Education Code.
- (C) The selection of a school assistance and intervention team as provided by paragraph (1) of subdivision (e) Section 52055.650 of the Education Code.
- (D) The procedures for all of the following:
 - (i) The development and implementation of any program designed to enhance pupil academic performance.
 - (ii) The development and implementation of the content and delivery of professional training and development for certificated employees *who hold a professional clear teaching credential*.
 - (iii) The selection of textbooks and instructional materials.
 - (iv) The development and implementation of local educational standards.
 - (v) The development and implementation of the definition of educational objectives, content of courses, and curriculum.
 - (vi) The participation of certificated employees on school site councils and any other advisory or representative body established in the school district.
 - (vii) The development and implementation of any program to encourage parental involvement in student education.
 - (viii) The maintenance of school facilities.
 - (ix) Other professional issues.

Reason for Suggested Position

Collective bargaining, by its nature, is a process to improve the working conditions of those represented. It was never intended as a tool to improve education for the students because the unions' primary focus is the concern of its member teachers – not the students. There are two areas proposed for inclusion in the collective bargaining process in AB 2160 that are cause for concern. Specifically:

- The utilization and assignment of mentors;
- Development of procedures for:

- the development and implementation of any program designed to enhance pupil academic performance;
- the development and implementation of the content and delivery of professional training and development for certificated employees; and
- the development and implementation of local educational standards.

Each of these areas presents a situation whereby the process of collective bargaining could impact the development and implementation of Commission run programs including BTSA, the Pre-intern program and the Intern program. This could ultimately affect a credential candidates' ability to complete both preliminary and professional clear credential requirements.

There are currently 145 BTSA programs, 49 of which are run as consortia that serve many school districts. The largest of these consortia serves 57 different school districts. As currently drafted, this measure could ultimately subordinate this particular BTSA program to the resolution of the smallest local labor dispute at 57 bargaining tables. Even if all 57 districts were able to resolve their individual collective bargaining issues, it is very unlikely that the BTSA consortia would be able to implement these decisions into an effective coherent program.

Further, as completion of BTSA becomes a requirement to receive a professional clear credential pursuant to SB 2042, to the extent that resolution of collective bargaining delays implementation of BTSA programs, candidate licensure will also be delayed. Collective bargaining has already had an impact on the implementation of BTSA. The Peer Assistance and Review program (PAR) is currently subject to collective bargaining. In one large school district, PAR took over selection of BTSA mentors. In that same district collective bargaining wasn't concluded until eight months into the school year, thus, there was no support for beginning teachers in that school year.

Another example of the unintended consequences that collective bargaining has already had on the BTSA program results from the terms for being a BTSA support provider being subject to collective bargaining. Several district contracts limit the time teachers can serve as support providers to three years. This arbitrary limit has been established because support providers are paid additional money to serve in that capacity and the union wants to give all teachers a chance to serve as a support provider. Program data concludes that it takes at least two years to become a fully trained support provider, and that the third year is just when support providers are just becoming proficient. In this case, there is no regard to the appropriate training of the support providers for the BTSA participant and there have been several occasions when first year teachers have suffered because they did not have the support of a fully trained provider. There are also situations when teachers transitioning to their second year of BTSA must change to a new support provider, as a result of this contract time limit, who are not prepared to support them through their second year of the program. In these cases, collective bargaining has, in the end, weakened teacher training.

By the same token, this measure could also impact the development and implementation of pre-intern and intern programs should teacher training and mentoring be brought into the domain of collective bargaining. Education Code section 44326 (d) requires that interns:

“...teach with the guidance of certificated employees of the district who have been classified as a mentor teacher under Article 4 (commencing

with Section 44490) of Chapter 3 or with the assistance and guidance of certificated employees selected through a competitive process adopted by the governing board after consultation with the exclusive teacher representative unit or by personnel employed by institutions of higher education to supervise student teachers.”

With respect to the pre-intern program, Education Code sections 44305 (d) (7) requires the Commission to determine the role of personnel, including experienced teachers with permanent status, in the delivery of pre-intern preparation and support. Generally, pre-intern support providers come from the candidate pool as the mentors for the Intern and BTSA programs. In fact, the position of support provider for the pre-intern program is often the most challenging position to fill because pre-interns often require a higher level of support than interns and BTSA participants. To the extent that collective bargaining, by its nature, focuses on the needs of the represented teachers, it could impact the ability to ensure that the most qualified/trained support providers are available for the programs and teacher candidates that need them.

When you put licensure in the middle of collective bargaining, what happens to the individual candidate if the union implements a “work-to-rule” position during arbitration or mediation? What if the union strikes? There is no other profession that has licensure linked to collective bargaining and it is not fair to hold up a candidate from satisfying credential requirements or limit the ability to provide the best possible support and mentoring as a result of unresolved collective bargaining issues.

As drafted, AB 2160 could severely impact the ability of credential candidates to satisfy the requirements for a both the preliminary and professional clear credentials as a result of unresolved collective bargaining issues. Licensure must remain independent of the issues and disputes related to collective bargaining. For this reason, staff recommends an Oppose Unless Amended position on this bill.

If all of the proposed amendments are adopted, staff will return to the Commission to determine what, if any, position the Commission would like to adopt on AB 2160.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 2566
Author:	Assembly Member Pavley
Sponsor:	Author
Subject of Bill:	Expansion of pre-internship teaching program
Date Introduced:	February 21, 2002
Date Amended:	April 18, 2002
Status in Leg. Process:	Assembly Committee on Education
Current CCTC Position:	None
Recommended Position:	Support
Date of Analysis:	April 25, 2002
Analyst:	Dan Gonzales

Summary of Current Law

AB 351 (Scott, Chapter 934, Statutes of 1997) created the California Pre-internship Teaching Program. This program provides early, focused, and intensive preparation in the subject matter that teachers are assigned to teach, classroom management, pupil discipline, and basic instruction methodologies. The pre-intern certificate holder takes the appropriate subject matter examination or is enrolled in a subject matter program toward completion of a credential. The Pre-intern Teaching Certificate is an alternative to the emergency permit. In 2001-02 the Pre-intern Program will serve 10,534 pre-interns in 450 districts and county offices of education.

The Pre-intern Program is for individuals:

- Who have not met the subject-matter competence requirement for entry into a credential program.
- Pursuing a Multiple Subject Teaching Credential, Education Specialist Instruction Credential, or Single Subject Teaching Credential.
- Who completed a bachelor's degree and passed CBEST

Pre-internships are only offered by participating school districts and county offices and are partially paid for by state grants. The state awards grants for training and support at \$2,000 per pre-intern per year to school districts and county offices of education that are selected through a competitive grant process.

Summary of Current Activity by the Commission

Support improves pre-intern retention. The Pre-intern Program may help to lower teacher attrition rates by better preparing teachers just entering the field. In the first two years of the Pre-intern Program, almost 90% of all pre-interns were retained for a second year, as opposed to about 65% of first-year emergency permit teachers according to Commission statistics. As many as one-third of emergency permit holders in a given year are lost through attrition. In program surveys and interviews of pre-interns conducted during the last 3 years, the majority reported that support and assistance from the Pre-intern Program are the primary factors in their decision to remain in teaching.

Improves instruction, particularly in rural and inner-city schools. Lacking enough fully qualified teachers for all students, investing in the future of pre-interns increases the likelihood that students will learn from teachers who know their subjects, and increases the pool of teacher candidates.

In 1998-99 there were 103 school districts that employed 20% or more of their teaching staff on emergency permits. These districts are most frequently located in rural and inner-city areas. The Pre-intern Program now serves 58 of the 103 school districts.

The Pre-intern Program has shown an increase in the retention level and quality of teachers still in training. The Commission surveyed a random sample of 800 principals who had pre-interns in their schools during 2000-2001 to determine how principals perceive the teaching effectiveness of pre-interns. Principals rated the pre-interns assigned to their school on how well the pre-intern had performed in the classroom. Of the 800 surveys mailed, 434 (54%) were returned. The results show that 261 principals (60%) rated the pre-intern teacher as performing "better" or "much better than other teachers with a similar amount of experience." This finding indicates that pre-interns are performing better in the classroom than emergency credentialed teachers.

Provides alternate pathway to a credential. The Pre-intern Program is one of the many alternate pathways to earning a professional or preliminary credential.

The numbers of emergency permits is leveling off but still high. For the first time since class size reduction was implemented in California in 1996, the number 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 (Multiple Subject, Single Subject and Special Education) decreased by 5% and the number of credential waivers decreased by 17%.

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.

NCLB. The No Child Left Behind Act (NCLB) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) providing extra resources for schools. The NCLB incorporates most of the major reforms proposed by President Bush in his framework for education, particularly in the areas of assessment, accountability, and school improvement. Title II of the NCLB authorizes a new state formula grant program that combines the Eisenhower Professional Development State Grants and Class-Size Reduction programs into one program that focuses on preparing, training, and recruiting high-quality teachers. It allows schools increased flexibility to allocate funds among professional development, class-size reduction, and other teacher quality activities without the requirements that are in current law. The NCLB also requires all teachers to be "highly qualified" by the end of the 2005-2006 school year. To carry out the new laws many teacher quality initiatives, the bill allocates \$333.5 million annually to California. Commission and Department of Education staff are working together to prepare the State's plan required under the NCLB.

The NCLB law authorizes:

- State funds to be used to reform teacher and principal certification/licensing requirements, alternative routes to State certification, teacher and principal recruitment and retention initiatives, reforming tenure systems, teacher testing, and merit pay.
- Local funds to be used for teacher and principal recruitment and retention initiatives, signing bonuses and other financial incentives, teacher and principal mentoring, reforming tenure systems, merit pay teacher testing, and pay differential initiatives.

Analysis of Bill Provisions

This measure would:

- Require all school districts and county offices of education to develop and implement a pre-internship teaching program for every teacher serving on an emergency permit by January 1, 2004. The Commission would approve the pre-intern programs.

Comments. This bill would decrease the number of teachers serving on emergency permits by transferring them to a pre-intern program. However, not all teachers serving on an emergency permit should be in a pre-intern program. For example, some experienced out of state teachers need only a

class or two to earn their professional clear credential and do not need the support.

Some districts, particularly small and rural districts, may need to form consortia to serve the pre-interns in their district.

- Require every school district or county office of education that does not implement a pre-internship program to explain in writing to the Commission why a program is not feasible or does not meet their staffing needs.

Comments. In practice, this program would be voluntary because school districts and county offices of education could easily be exempted from this bill's requirements.

- Be subject to an appropriation in the annual Budget Act. If funds are not provided the district or county office of education may voluntarily implement a pre-internship program using available federal funds allocated under Title II of the NCLB.

Comments. This measure could cost as much as \$70 million (assuming all of the 35,000 teacher serving on emergency permits become pre-interns at \$2,000 per pre-intern) in federal or state funds. Although California's 2002-03 budget has not been approved yet additional state funds for the Pre-intern Program will probably not be appropriated given the state's fiscal condition. However, federal funds may be available through the federal NCLB. The amount of federal funding that would be available for the Pre-intern Program has not been determined yet.

Fiscal Analysis

This bill could have a significant fiscal impact on the Commission, depending on the number of districts and county offices of educations and pre-interns that participate. Commission staff estimate that if all emergency permit teachers enter a pre-intern program, this bill could cost as much as \$70 million annually, assuming 35,000 pre-interns at \$2,000 a year. It is important to note that this measure will result in a need for additional funding for the intern program as pre-interns matriculate to the intern program. Commission staff also estimate additional one-time costs of \$15 million to increase capacity for new and existing pre-intern programs at school districts and county offices of education. Commission staff estimate it would cost about \$1.1 million annually for 6 additional professional and 6 support staff, travel, equipment, and related expenses.

However, this bill considers the State's current fiscal condition because it does not impose any new costs unless state or federal funds are available. Some of the \$333.5 million annually appropriated to California in NCLB funds may be used for expansion of the Pre-intern Program.

Moreover, school districts and county offices of education can exempt themselves from the requirements of this measure by notifying the Commission in writing that a pre-intern program does not meet their needs.

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

California County Superintendents Educational Services Association

California Federation of Teachers

Oppose

No known opposition on this or earlier versions of the bill.

Suggested Amendments

The Commission is not proposing any amendments.

Reason for Suggested Position

SUPPORT – Commission staff recommends the Commission support AB 2566. This bill would provide support for more pre-interns and improve their retention rate and give them the knowledge, skills and abilities necessary to teach. The measure considers the State’s current fiscal condition by imposing the requirement only when state or federal funds are available. The bill also allows school districts and county office of education to decide not to participate if a pre-intern program does not meet their needs.

BACKGROUND

In April 2002, the Commission's portion of the 2002-03 Governor's Budget was considered in hearings before Assembly and Senate Budget Subcommittees. The issues up for consideration at the hearings were the result of the Legislative Analyst's Office recommendations.

SUMMARY

As new developments occur during the budget hearing process, staff will provide Commissioners with an update regarding the status of the Commission's proposed budget at the Commission meeting.

Background

The goals of the Teacher Credentialing Service Improvement Project (TCSIP) are to use Web-based functionality and an improved database management system to:

- Provide application status information and check credentials held electronically,
- Implement online submission of renewal applications, and
- Improve the Commission's ability to compile and analyze data, and prepare reports in response to policymakers' requests.

Update

Phase 1 of the TCSIP was completed on schedule and implemented in October 2001. PricewaterhouseCoopers (PwC), and its subcontractor EzGov, worked with Commission staff in the design and implementation of Phase 1. The result of Phase 1 is an interactive, Web-based system for conducting application and credential status inquiries. The new system was demonstrated for Commissioners at the November 2001 meeting. The system allows credential applicants, credential holders, and stakeholders to use a Web browser to determine the status of a credential application or confirm the credentials held by an individual.

Phase 2 of the TCSIP was launched in October 2001. This second phase will enable teachers to renew and pay for their credentials on-line. The project will be delivered by June 2002 and will subsequently be scheduled for demonstration at a Commission meeting.

Although Phase 2 is still in the process of completion, the third phase of the project was launched in April 2002, and will provide the Commission with a new technology system for credential processing that will enhance the Commission's reporting capabilities in response to the needs of the Legislature, the Governor, and stakeholders. To achieve these results, Phase 3 will result in the replacement of the Commission's COBOL-based information technology systems (that are outdated, cannot be cost-effectively modified, and will soon be without vendor support). Final acceptance of the project is targeted for May 2003.

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

*California
Commission on Teacher Credentialing*

*Meeting of
May 1-2, 2002*

AGENDA ITEM NUMBER: PREP - 1

COMMITTEE: Preparation Standards Committee

TITLE: Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and Recommendation for Initial Institutional Accreditation for the Otis College of Art and Design

Action

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

Prepared By: _____ **Date:** 4/11/02

Helen Hawley
Consultant, Professional Services Division

Prepared By: _____ **Date:** 4/11/02

Lawrence Birch, Ed. D.
Administrator, Professional Services Division

Approved By: _____ **Date:** 4/11/02

Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** 4/11/02

Dr. Sam W. Swofford
Executive Director

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and Recommendation for Initial Institutional Accreditation for the Otis College of Art and Design

Professional Services Division

April 11, 2002

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission. The Commission is also being requested to grant initial accreditation to an institution under provisions of the *Accreditation Framework*. This agenda report reviews the adopted procedures to be used for initial accreditation of institutions under the provisions of the *Framework*. The report contains a request for initial institutional accreditation for the Otis College and Art and Design according to those procedures.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. The Commission's base budget also includes resources to support review of institutional proposals for initial accreditation. No augmentation of the budget is needed for continuation of the program review and approval activities.

Policy Question

Should the subject matter programs identified in this item be approved? Should Otis College of Art and Design be granted initial institutional accreditation?

Recommendation

That the Commission approve the subject matter preparation programs listed and that the Commission grant initial institutional accreditation to the Otis College of Art and Design.

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities and Recommendation for Initial Institutional Accreditation for the Otis College of Art and Design

Professional Services Division

April 11, 2002

Part I

Subject Matter Preparation Program Review Panel Recommendations

Background

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

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

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

Recommendation

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

AGRICULTURE

- California State University, Chico
- California Polytechnic State University, Pomona

Part II

Recommendation for Initial Institutional Accreditation for the Otis College of Art and Design

Background

Prior to the *Accreditation Framework (1995)*, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the Commission's preconditions and standards. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more programs. Under the *Accreditation Framework*, a distinction is made between "initial accreditation of institutions" and "initial accreditation of programs," as described below.

Initial Accreditation of Institutions

Under the authority of the Education Code, the Commission is given the responsibility to determine the eligibility of institutions to offer preparation programs and to recommend issuance of credentials to candidates completing programs of preparation.

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

Education Code Section 44372 – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

Accreditation Framework Section 4 A 1 - Initial Accreditation of Institutions. A postsecondary education institution that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial professional accreditation. Institutional accreditation by the Western Association of Schools and Colleges (WASC) or another regional accrediting body is required for initial professional accreditation by the Commission. The Commission may establish additional procedures and criteria for the initial professional accreditation of institutions to prepare and recommend candidates for state credentials in education.

Under the above provisions, the only specific criterion for initial accreditation of institutions is regional accreditation. However, the Commission is given authority by the *Framework* to establish additional procedures and criteria. The Commission did adopt procedures and added the review of responses to the institutional preconditions to the list of requirements for initial accreditation.

Adopted Procedures for Initial Accreditation of Institutions

In October 1998, the Commission on Teacher Credentialing adopted procedures for the Initial Accreditation of Institutions. The procedures apply to institutions who have not previously prepared educators for state certification in California:

1. The institution prepares a complete program proposal, responding to all preconditions, Common Standards and appropriate Program Standards. The proposal will be considered as the application for accreditation.
2. Initial Accreditation will be considered a two-stage process:
 - a. The proposal will be reviewed for compliance with the appropriate institutional preconditions (regional accreditation, institutional responsibility, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.) and brought before the Commission for initial accreditation action. If the proposal meets the Commission's requirements, the institution will be recommended for initial accreditation.
 - b. If the Commission acts favorably on the proposal, it will be forwarded to the Committee on Accreditation for program accreditation action according to adopted procedures. *(In the case of subject matter preparation programs, the proposal is forwarded to the Commission for action according to adopted procedures.)*
3. Once granted initial accreditation, the institution will then come under the continuing accreditation procedures already adopted by the Committee on Accreditation and will participate in the six year cycle for on-site reviews. *(In the case of subject matter preparation programs, the institution comes under any ongoing review procedures adopted by the Commission.)*

Request for Initial Institutional Accreditation from the Otis College of Art and Design

Otis College of Art and Design has been in existence for over eighty years. General Harrison Gray Otis, the founder and publisher of the Los Angeles Times, bequeathed his Spanish-Moorish mansion to the city for “the advancement of the arts.” In September 1918, the site became the Otis Art Institute. The school was fondly called “The Bivouac,” General Otis’ name for his home. During the 1940’s, Norman Rockwell was an artist-in-residence. In 1949 the institution was renamed the Los Angeles County Art Institute, but in 1958 went back to its original name. The institution expanded its curriculum to become a four year college and offered both the BFA and MFA degrees. The school has a long tradition of hiring faculty members who are also working artists. The School of Fashion Design was founded in 1980. The institution achieved accreditation from the Western Association of Schools and Colleges in 1986. In 1992 the institution changed its status to that of an independent, non-profit college and is now called the Otis College of Art and Design. There are approximately 800 students.

Otis College of Art and Design is seeking initial institutional accreditation by the Commission to be able to offer an approved program of subject matter preparation in art. The purpose of the proposed program is to provide sequential learning that prepares culturally diverse students to teach a range of visual arts subject matter in the California public school systems, and that enables them to complete the subject matter requirement for the Single Subject Credential in Art. Eventually, the institution may develop a professional preparation program for the Single Subject Teaching Credential, but currently it only proposing a subject matter preparation program.

The proposed program will be located within the Colleges’ School of Fine Arts. All students enrolled in the Program will major in Fine Arts with a required concentration in either painting, photography or sculpture/new genres. Students must complete 130 units to graduate. This includes 30 units of Liberal Arts and Sciences and 18 units of Art History.

Review of Institutional Proposal

The institutional accreditation proposal was reviewed by Dr. Lawrence Birch, Administrator of Accreditation. Otis College of Art and Design has submitted a complete response to all preconditions, and all Program Standards for the Subject Matter Preparation Programs in Art.

The institution is accredited by the Western Association of Schools and Colleges. On the basis of that accreditation and the appropriate responses to the preconditions, Otis College of Art and Design is recommended for initial institutional accreditation. The institutional responses to the program standards have been forwarded to the Art Subject Matter Program Review Panel and have received an initial review by that body. If the Commission grants initial institutional accreditation to Otis College of Art and Design, and the subject matter proposal has been thoroughly reviewed by the Art Subject Matter Review Panel and the panel has determined that the program meets all standards, a recommendation will be brought back to the Commission for approval of the subject matter preparation program in Art.

**California
Commission on Teacher Credentialing**

**Meeting of
May 1-2, 2002**

AGENDA ITEM NUMBER: **PREP - 2**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Recommended Preconditions for Multiple and Single
Subject Professional Preparation Programs and Proposed
Modifications of Common Standards**

 X **Action**

 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

Prepared By: _____ **Date:** 4/15/02
Lawrence Birch, Ed. D.
Administrator, Professional Services Division

Approved By: _____ **Date:** 4/15/02
Margaret Olebe, Ph. D.
Administrator, Professional Services Division

Approved By: _____ **Date:** 4/15/02
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

Recommended Preconditions for Multiple and Single Subject Professional Preparation Programs and Proposed Modifications of Common Standards

Professional Services Division

April 15, 2002

Executive Summary

This item contains a description of the purpose of preconditions and recommended preconditions for the SB 2042 Standards for Multiple and Single Subject Professional Preparation Programs adopted by the Commission in September 2001. Also included are proposed modifications of Common Standard 6, Advice and Assistance to implement AB 1307.

Fiscal Impact Summary

The Commission's base budget includes resources to support the implementation of program standards adopted by the Commission. No augmentation of the budget is needed for the development and implementation the recommended action.

Policy Question

Should the proposed preconditions and amendments to Common Standard 6 be adopted?

Recommendation

Staff recommends that the Commission adopt the Preconditions for Multiple and Single Subject Professional Preparation Programs and the proposed modifications to Common Standard 6: Advice and Assistance

Recommended Preconditions for Multiple and Single Subject Professional Preparation Programs and Proposed Modifications of Common Standards

Professional Services Division

April 15, 2002

Part I

Recommended Preconditions for Multiple and Single Subject Professional Preparation Programs

Background

Most associations that accredit post-secondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Preconditions determine a sponsor's *eligibility*. The actual *approval* or *accreditation* of programs or program sponsors is based upon standards adopted by the association or licensing agency. Sponsors who intend to offer accredited programs must provide a response to each precondition and include appropriate supporting evidence before the program is reviewed against the adopted standards.

The Commission has historically adopted two types of preconditions: (1) those established by State laws, such as limitations on the length of a professional preparation program; and (2) those established by Commission policy, such as the requirement that the sponsoring institution be regionally accredited. Preconditions for multiple and single subject credential programs were originally adopted by the Commission in November, 1986. Several of the original preconditions were changed as a result of the Senate Bill 1422 (Chapter 1245 of the Statutes of 1992). Three preconditions were eliminated, others were revised, and the statutory authority references were changed to reflect current law. In 1998, General Precondition 2 was adopted which requires institutions to designate a position that is responsible for oversight of all credential programs and report to the Commission on the nature and extent of authority granted that position. Program Precondition 6 was added and requires the recommending organization to determine that each legal requirement for the credential is met by each candidate prior to recommendation for the credential. The Commission adopted Program Precondition 5 when the standards were adopted in September, 2001. The various preconditions for Multiple and Single Subject Credential Professional Preparation Programs have been combined into a single document and edited for consistency with the standards, but they remain substantially the same as they were. Staff recommends that the Commission re-adopt the attached preconditions for inclusion in the publication of the SB 2042 Standards.

Preconditions established by the Commission under its general statutory authority are listed first. They are preconditions that apply to all or most credential programs. (Please note that some of

these preconditions apply only to initial accreditation, others apply only to continuing accreditation and others apply to both.) The general preconditions are followed by the preconditions that are established by statute and are specific to the Multiple and Single Subject Credential programs. These preconditions are designated as Program Preconditions. Finally, preconditions pertaining to internship programs are included and displayed in italics. (Included with the preconditions are clarifications that may be helpful to program sponsors.)

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
 - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the

design and development of the program's philosophical orientation, educational goals, and content emphases.

- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurance that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (c) assurance that the institution/district will participate in focussed reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to program enrollments, program completers, examination results and state and federal reporting within the time limits specified by the Commission..

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each post-secondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

Program Standard 17 – Candidate Qualifications. The standard requires that Multiple and Single Subject Credential candidates must pass CBEST prior to daily student teaching.

- (10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

Preconditions Established by State Law or Commission Policy for Multiple and Single Subject Programs

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

- (1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to post-graduate teacher preparation programs. The limitation does not apply to blended programs of subject matter preparation or professional preparation teaching internship programs. *Reference: Education Code Section 44259 (a) and (b) (3).*

Clarification of Program Precondition 1

Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Pre-requisite Courses. Program Precondition 1 does not apply to pre-requisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any pre-requisite course.

Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

- (2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. *Reference: Education Code Section 44320 (a).*

For Internship Programs: Not applicable.

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

- (3) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code Section 44259 (b) and 44259.5.*

- (4) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Program Precondition 1. *Reference: Education Code Section 44320 (a).*

For Internship Programs: Not Applicable

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (5) **Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Section 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (6) **Completion of Requirements.** A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to the possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution, the passage of the California Basic Education Skills Test (CBEST), the completion of an accredited professional preparation program, the completion of the subject matter requirement, the demonstration of knowledge of the principles and provisions of the Constitution of the United States, passage of the Teaching Performance Assessment, and for Multiple Subject candidates, passage of the Reading Instruction Competence Assessment (RICA). *Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

Preconditions Established by State Law for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

- (1) Bachelor's Degree Requirement.** *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.*
- (2) Supervision of Interns.** *In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision. Reference: Education Code Section 44462.*
- (3) Assignment and Authorization.** *To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Sections 44454 and 44458.*
- (4) Participating Districts.** *Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential involved. Reference: Education Code Section 44321 and 44452.*

Preconditions Established by the Commission for Internship Programs

For initial program accreditation and continuing accreditation, participating districts and universities must adhere to the following requirements established by the Commission on Teacher Credentialing.

- (5) Non-Displacement of Certificated Employees.** *The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*
- (6) Justification of Internship Program.** *Where an institution submits a program for initial or continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Preconditions Established by State Law for District Internship Credential Applicants

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts ascertain that applicants meet the following requirements of state law before the District Intern Certificate will be issued.

- (1) Bachelor's Degree Requirement.** *Each intern admitted into the program is in possession of a baccalaureate degree from a regionally accredited institution of higher education.*
 - (a) Applicants who will teach in departmentalized classes in grades six to twelve (including bilingual) must have completed an undergraduate academic major or minor in the subjects(s) to be taught. Reference: Education Code Section 44325 and 44326.*
 - (b) Applicants who will teach in self-contained classes in kindergarten or grades one to eight (including bilingual) must have completed an undergraduate degree with an academic major or minor, or a diversified or liberal arts program. The degree program must include the subject matter coursework prescribed in Section 44314 of the Education Code. Reference: Education Code Section 44326.*
- (2) California Basic Educational Skills Test.** *Each intern admitted into the program has passed the California Basic Educational Skills Test. Reference: Education Code 44325 (c) (2).*
- (3) Subject Matter Requirement.** *Each intern admitted into the program has passed the Commission-approved subject matter examinations(s) or completed the subject matter program for the subject areas(s) in which the District Intern is authorized to teach. Reference: Education Code Section 44325(c) (2).*
- (4) Certificate of Clearance.** *Each intern admitted into the program has a Certificate of Clearance verifying the intern's personal identification and good moral character. Reference: Education Code Section 44325 (d).*
- (5) Oral Language Proficiency.** *Each intern who is authorized to teach in bilingual classrooms shall pass the oral language component (speaking only) of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).*

Specific Preconditions Established by State Law for District Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, the governing board of participating districts must certify that the following requirements of state law are met.

- (6) Guidance and Assistance.** *The district intern will be assisted and guided throughout the training period by (1) a certificated employee who has been designated as a mentor teacher, or (2) a certificated employee who has been selected through a competitive process which*

has been developed in consultation with the certificated exclusive bargaining agent and approved by the governing body of the district, or (3) personnel who are employed by institutions of higher education to supervise student teachers. Reference: Education Code 44830.3 (a).

- (7) **Professional Development Plan.** *The employing district has developed and implemented a Professional Development Plan for district interns in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The plan shall include the following:*
- (a) *Provisions for annual evaluation of the district intern.*
 - (b) *A description of any coursework to be completed by the intern, as determined by the governing board.*
 - (c) *Prior to commencing daily teaching responsibilities, completion of 120 clock hours of training or six semester unites (or nine quarter units) in child development and methods of teaching the subjects and grade levels to which the intern will be assigned. The coursework shall be selected in consultation with the employing district.*
 - (1) *The 120 clock hours of training and orientation shall be under the direct supervision of an experienced permanent teacher who shall provide information to the district regarding the areas of emphasis for further study by the district intern.*
 - (2) *Both the supervisor and the district intern shall be compensated for the preservice training and orientation in an amount that is normally provided by the employing district for staff development or inservice activities.*
 - (d) *A plan for completion of other preservice training and, if necessary, student teaching.*
 - (e) *During the first semester of employment, district interns who are employed in kindergarten or grades one through six must receive additional instruction in child development and teaching methods.*
 - (f) *During the first year of employment, district interns who are serving in bilingual classrooms must receive instruction in the culture and methods of teaching limited-English-proficient students.*
 - (g) *Employing districts may add any other training to the Professional Development Plan that the governing board chooses. Reference: Education Code 44830.3 (a).*
- (8) **Length of Program.** *Each participating district will provide an intern program that includes two academic years or the equivalent and a 120 hour preservice program or the equivalent. Reference: Education Code 44325 (b).*

- (9) ***Evaluation of Program.*** *Each participating district will cooperate with the Commission in the ongoing evaluation of the effectiveness of the district intern program. Reference: Education Code 44327 (b).*

Part II

Proposed Modifications of Common Standards

Background

During the last session of the Legislature AB 1307 (Goldberg) was passed and signed by the Governor. The major purpose of the law was to provide sufficient time for candidates to complete a credential program when new requirements are adopted by the Commission. When the Commission adopts new requirements, it also adopts a timeline for implementation so that candidates can complete the program in which they are enrolled in a timely manner. In this circumstance, it is critical that the advisement process within the credential program keep candidates adequately informed of changes in requirements. Common Standard 6 Advice and Assistance can be modified by adding new questions to consider or modifying those previously adopted by the Commission. Following are suggested additional “Questions to Consider” to add to Common Standard 6 on advising. The primary focus of the new questions is on qualifications of those who provide advisement, with emphasis on the importance of providing information about changing credential requirements. These modifications will assist in the implementation of AB 1307. Proposed new questions and modifications are shown in italics.

Common Standard 6

Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- *How are the individuals who provide advice and assistance selected, trained and informed of changing requirements?*
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, *course scheduling within the program sequence*, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?
- *How are candidates informed about the multiple pathways available for obtaining certification?*
- *How are candidates informed of credential requirements changed as a result of new statutes and regulations?*
- *How are candidates informed of the requirements to renew the credential and/or complete the advanced level?*
- In what manner is each candidate informed about institutional grievance and appeal procedures?

*California
Commission on Teacher Credentialing*

*Meeting of
May 1-2, 2002*

AGENDA ITEM NUMBER: **PREP - 3**

COMMITTEE: **Preparation Standards Committee**

TITLE: **The Governor's Proposed Budget for BTSA Programs
in 2002-2003 and the Statewide Expenditure Plan**

 X **Action**

 Information

Strategic Plan Goal(s) :

**Goal 1: Promote education 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 programs initiatives

**Goal 6: Provide leadership in exploring multiple, high quality routes to prepare
professional educators for California's school**

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators

Prepared By: _____ **Date:** **4/8/2002**
Rod Santiago
Consultant, Professional Services Division

Approved By: _____ **Date:** **4/8/2002**
Amy Jackson
Administrator, Professional Services Division

Approved By: _____ **Date:** **4/8/2002**
Mary Vixie Sandy
Director, Professional Services Division

Authorized By: _____ **Date:** _____
Dr. Sam W. Swofford
Executive Director

**The Governor's Proposed Budget for BTSA Programs in 2002-2003 and
the Statewide Expenditure Plan**

Professional Services Division

April 8, 2002

Executive Summary

The 2002-03 proposed Governor's Budget includes \$88.262 million for the Beginning Teacher Support and Assessment (BTSA) Statewide System. This report includes the proposed fiscal year (FY) 2002-03 BTSA Expenditure Plan that has been developed by the BTSA Interagency Taskforce. This expenditure plan is being submitted to both the Commission and the California Department of Education for approval. Following signature of the 2002 Budget Act, the two state agencies will submit the approved expenditure plan to the Department of Finance for approval, as required by law. Once the Department of Finance approves the plan the BTSA Interagency Taskforce will allocate the funds as specified in the approved expenditure plan.

Policy Issue to be Considered

Should the California Commission on Teacher Credentialing and the California Department of Education approve the FY 2002-03 BTSA Expenditure Plan that has been developed by the BTSA Interagency Task Force?

Fiscal Impact Statement

The FY 2002-03 proposed Governor's Budget includes \$88.262 million for the BTSA Statewide System. The California Department of Education will administer these funds.

Recommendation

Staff recommends that the Commission approve the proposed FY 2002-03 Expenditure Plan for the BTSA Statewide System.

The Governor's Proposed Budget for BTSA Programs in 2002-2003 and the Statewide Expenditure Plan

Professional Services Division

April 8, 2002

Section I – Introduction

The purpose of this agenda item is for Commission review and approval of the proposed FY 2002-03 Expenditure Plan for the BTSA Statewide System. It is presented in three sections.

- **Section I-** Introduction.
- **Section II--** Provides a statement of costs for beginning teacher services, non-local costs and the total proposed budget.
- **Section III--**Provides a brief history of past expenditures and the growth of funding.

Section II – BTSA Expenditure Plan 2002-2003 School Year

The proposed FY 2002-03 Expenditure Plan, developed by the BTSA Interagency Task Force, is similar to the plan proposed for FY 2001-02 including funding for four Planning Grants. The FY 2002-03 proposed Governor's Budget includes \$88.262 million for the BTSA Statewide System including a 2.15 % Cost of Living Adjustment (COLA). It is being submitted to both the Commission and the California Department of Education for their approval. Following signature of the 2002 Budget Act, the two state agencies will submit the approved expenditure plan to the Department of Finance for their approval as required by law. Once the Department of Finance approves the plan the BTSA Interagency Task Force will allocate the funds as specified in the approved expenditure plan.

The costs of the plan are as follows:

Costs for Beginning Teacher Services, Non-Local Costs and Total Budget

BTSA Services Beginning July 1, 2002	
24,379 First and Second year teachers (x \$3,448)	\$84,058,792
Planning Grants (4 x \$20,000)	\$80,000
Formal Program Review Augmentation (40 x \$3,250)	\$130,000
Total State BTSA Funds for Local Programs	\$84,268,792
Cluster Consultants (17 x \$188,900)	\$3,211,300
Training Funds (6 x \$130,000)	\$780,000
Total State BTSA Funds for Non-Local Programs	\$3,991,300
Total 2002-03 Expenditures	\$88,260,092

Section III: History of BTSA Local Assistance Grant Expenditures

BTSA funds support local programs in providing direct services to beginning teachers, preparing veteran teachers and others to assume the role of support provider, and networking with other BTSA programs to improve the quality of those services. In 1997-98, regional services in the form of Cluster Consultants and Professional Development Consultants were added to help maintain the quality of local services in light of BTSA's rapid expansion and to develop local capacity to implement a new statewide formative assessment system. In FY 2001-02 Induction Consultants were added to assist local programs and institutions of higher education in the implementation of the provisions of SB 2042. In addition, the Induction Consultants develop and maintain relationships between BTSA programs and Institutions of Higher Education and collaborate with the cluster staff in the support of local BTSA programs.

The following chart reflects the history of state funding for local assistance grants in the BTSA Program since its inception.

<u>Fiscal Year</u>	<u>Funds for Local BTSA Grants</u>
1992-93	\$ 4.9 Million
1993-94	5.0 Million
1994-95	5.2 Million
1995-96	5.5 Million
1996-97	7.5 Million
1997-98	17.5 Million
1998-99	66.0 Million
1999-00	72.0 Million
2000-01	87.4 Million
2001-02	84.6 Million

When the 2002 Budget Act is signed and BTSA funding is secure, the BTSA Interagency Task Force intends to apply funds as set forth in the approved plan.

Staff recommends approval of the 2002-03 BTSA Expenditure Plan contained here in.