



See Also: [Minutes of the November Commission Meeting](#)

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2002
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November Commission Agenda

November 6-7, 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, November 6, 2002 - Commission Office

1. General Session

1:00 p.m.

The Commission will immediately convene into Closed Session

Closed Session (Chair Bersin and Vice Chair 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)

2. Appeals and Waivers (Committee Chair Madkins)

A&W-1 Approval of the October 2002 A&W Minutes

A&W-2 Waivers: Consent Calendar

A&W-3 Waivers: Conditions Calendar

A&W-4 Waivers: Denial Calendar

Thursday, November 7, 2002 - Commission Office

1. General Session (Chair Bersin)

8:00 a.m.

GS-1 Roll Call

GS-2 Pledge of Allegiance

GS-3 [Approval of the October 2002 Minutes](#)

GS-4 Approval of the November 2002 Agenda

GS-5 Approval of the November 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. Preparation Standards Committee of the Whole (Committee Chair Katzman)

[PREP-1](#) Troops to Teachers Program Update

[PREP-2](#) Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

[PREP-3](#) Seventh Annual Report of the Committee on Accreditation

PREP-4 Update on Implementation of California's Credentialing Standards Pursuant to SB 2042

PREP-5 Update on the Commission's Action Plan for the Reform and Restructuring of Administrative Services Credentials

3. Presentation

PRES-1 Chauncey Veatch, National Teacher of the Year

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

FPPC-1 Fourth Quarter Report of Revenues and Expenditures for Fiscal Year 2001 - 02

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

C&CA-1 Proposed Additions to California Code of Regulations, Title 5 Sections 80473 and 80473.1, Pertaining to Allowance of a Grace Period for Credential Candidates to Complete Requirements

6. Reconvene General Session (Vice Chair Madkins)

GS-10 Report of Appeals and Waivers Committee

GS-11 Report of Closed Session Items

GS-12 Commission Member Reports

GS-13 Audience Presentations

GS-14 Old Business
- Quarterly Agenda for Information
-- November, December 2002 and January 2003

GS-15 New Business

GS-16 Nominations of the California Commission on Teacher Credentialing's Chair and Vice Chair for 2003

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:

December 4-5, 2002
California Commission on Teacher Credentialing
1900 Capitol Avenue, Sacramento, CA 95814

For More Information:

Website address:

www.ctc.ca.gov

916 445-0184

For Credentialing Information:

888 921-2682

916 445-7254

Troops to Teachers Program Update

Professional Services Division

November 6-7, 2002

Executive Summary

This report presents information on the Troops to Teachers program from 1995-2002.

Policy(s) Issue to be Considered

Information only. No policy or issues to be considered.

Fiscal Impact Statement

The Troops to Teachers program is funded through the U. S. Department of Education (DOE) and managed by the Defense Activity for Non-Traditional Education Support (DANTES). Funds provided from DANTES are used to offset expenses incurred by CCTC for managing the program for the state of California.

Recommendation(s)

Information only. No recommendations are included in this report.

Troops To Teachers Program Update 1995-2002

Professional Services Division

October 21, 2002

Background and Overview

The Troops to Teachers program was authorized by federal legislation enacted in the 1993 Defense Authorization Bill and is managed by the Defense Activity for Non-Traditional Education Support (DANTES) of the Department of Defense. The primary purpose of the program is to assist retiring or separating active duty military personnel and defense workers to begin a new career in public education.

Since 1995, the program assisted and counseled military personnel with more than six years active duty who were leaving the active service, and civilian defense workers with more than five years experience who had lost their jobs due to the downsizing of the armed forces. Since the inception of the program, 4,387 service members have made the transition from the military to classroom across the nation.

The California Commission on Teacher Credentialing (CCTC) has participated in this program since 1995. In February 1996 the Commission hired a full-time staff member to be the California Troops to Teachers state representative. Since then, 320 service members eligible for the Troops to Teachers program have made the transition into California's classrooms. Nationally, California has the fourth highest recruitment of former service members into teaching.

The Commission has collaborated with veterans representatives from the Department of Labor, the Employment Development Department and the Department of Veterans Affairs; as well as Transition Assistant Program Managers, military Education Officers, and Family Service Centers. Commission staff have also attended military job fairs throughout the state. Counseling on state teacher credentialing requirements and referrals to approved teacher preparation programs was also provided to the individual participants. The Commission and the Troops to Teachers representative also participated in the Worldwide Military Education Symposium, providing information to Education Officers from all branches of the service.

In 2001, California Governor Gray Davis established the California Teacher Recruitment Incentive Program (TRIP), and established six Teacher Recruitment Centers throughout California, including a TRIP center in San Diego. Because most military facilities in California are also located in the San Diego area, it was recommended that Troops to Teachers utilize the TRIP Center there. Dr. John Gantz, director of Troops to Teachers, DANTES, agreed.

The Sacramento County Office of Education (SCOE) has statewide responsibility for the Teacher Recruitment Incentive Program, under the direction of Deputy Superintendent Michael Carlson. Under an agreement with the Commission, the SCOE provides a Troops to Teachers office at the San Diego Recruitment Center located at the San Diego County Office of Education,

providing services to San Diego, Imperial and Orange counties and others as requested. In collaboration with the Commission, SCOE employs an individual to provide outreach for the Troops to Teachers program in California and provide assistance to individuals leaving the military interested in the teaching profession. Due to the success of the San Diego recruitment efforts, DANTES has indicated an interest in expanding the current grant to allow for similar activities in Northern California.

The Commission continues to provide technical assistance in the development and reporting of the project throughout the state, collaborates in the development of materials for the program and assists in accessing materials to promote collaboration throughout the state.

Program Administration and Funding

Originally, funding was appropriated for the Troops to Teachers program to provide stipends up to \$5,000 to individual participants to offset costs of teacher certification, and grants up to \$50,000 to school districts as an incentive to hire Troops to Teachers participants. As a result of the grant program, 107 school districts and county offices of education in California received a total of \$5.3 million in grant money for hiring Troops-to-Teachers participants. The program shifted its focus in 1995 from a financial support program to counseling and placement assistance and discontinued stipends to participants and grants to school districts and county offices of education. Since 1995, the Department of Defense has authorized no stipend or grant money for this program.

In 2001, Congress passed House Resolution 1 (HR1), the *No Child Left Behind Act*. As part of this Act, the Troops to Teachers program was transferred to the U. S. Department of Education. DANTES continues to manage the program. The Act also provided \$18 million for the Troops to Teachers program, including up to \$5,000 tuition assistance and/or up to a \$10,000 signing bonus for qualified participants. DANTES also oversees this financial assistance portion of the program. The support and efforts of the First Lady Laura Bush, who visited San Diego on March 23, 2001 to address military personnel, was instrumental in encouraging the inclusion of funds for the Troops to Teachers program in HR1.

Since 1995, the Commission has received more than \$948,000 from the Troops to Teachers program. Funding is used to support activities related to participation in Military Job Fairs, address Transition Assistance Classes, coordinate recruitment efforts with the Department of Labor, Department of Veterans Affairs, Employment Development Department and other agencies, and to provide information, counseling and assistance to separating military personnel through web-based and other communication media. California is one of 20 state offices funded by DANTES. The Commission also actively cooperates with the Teacher Recruitment Incentive Program Teacher Recruitment Centers and California's school districts and County Offices of Education.

In February 1996, the Commission established a toll-free number for those military personnel seeking California teaching positions. This has resulted in approximately 100 requests each month for information about the Troops to Teachers program and credentialing requirements for California. Individual packages of information on credentialing requirements and options are

provided. The prospective teachers report that the counseling and assistance provided has eased the transition into the teaching profession.

Through the efforts of the Commission, an agreement with National Evaluation Systems (NES) to allow service members stationed outside California and Oregon to take the California Basic Educational Skills Test (CBEST) at their local military Education Office in cooperation with NES and DAN TES testing procedures. There are now 500 new test sites worldwide are available for military applicants.

The California Commission on Teacher Credentialing has also worked with the Chancellor's office of the California State University system to provide an out-of-state residency fee waiver for military members and their dependents stationed in California who do not qualify for resident classification under the general residency rules. This fee waiver allows for service members and their dependents to pay registration fees as in-state residents.

Program Outcomes and Future

Many Troops to Teachers participants have been recognized for their outstanding achievements with California's school children. Some have moved up into leadership roles such as assistant principal or principal. In May 1996, the Commission recognized nine Troops to Teachers participants at the annual Teacher of the Year celebration. These honorees were:

Charles Robert "Rob" Broderick
United States Army Corps of Engineers
Secondary Science Teacher
San Ramon Unified School District

William Ward
United States Air Force
Fourth Grade Teacher
Elk Grove Unified School District

Charles Dimmick
United States Air Force
Seventh and Eight Grade Science Teacher
San Juan Unified School District

Patrick Miller
United States Air Force
Mathematics Teacher
San Ramon Unified School District

Donnie Driscoll
United States Air Force
Special Day Class Teacher, K-8 Special Education
Butte Valley Unified School District

John Mays
United States Army
Social Science and English Teacher
Los Angeles Unified School District

John Simmons
United States Navy
Physical Education and Special Education Teacher
San Diego County Courts Schools and
Sweetwater Unified School District

John Waco
Northrup/Grumman Corporation
Ninth and Tenth Grade
Mathematics Teacher
Leuzinger High School
Centinella Valley High School

Michael Hubbard
United States Air Force
Fifth Grade Teacher
Los Angeles Unified School District

In 1998, The National Center for Education Information (NCEI) conducted a national survey of school districts and county offices of education that have hired Troops to Teachers participants. The response for individuals that entered teaching in California through the Troops to Teachers program was very positive. Some of the comments made by Superintendents in various California school districts were:

Brawley Union High School District – “The BUHS District has had an excellent experience with the Troops to Teachers program. Mr. ... is innovative and good for students. We would welcome an opportunity to work with more Troops to Teachers candidates.”

Butte Valley Unified School District – “We are delighted with this program and look forward to competent applicants. Our experience with Troops to Teachers has been outstanding. Please keep the lists coming.”

Elk Grove Unified School District – “Mr.... teaches preschool (Title I, Headstart) and is doing an excellent job. He could well be the “poster child” for your program.”

“Mr. ... maturity and sincere interest in children and education has been the cornerstone of his success thus far. He is willing to learn and has taken the opportunities to avail himself in professional development activities. Additionally, he has volunteered for many extracurricular activities. Mr. ... has great ability to be one of Elk Grove’s finest teachers.”

Hemet Unified School District – “Mr. ... continues to work well with all staff members, students and parents. He is a role model for many students and spends extra time helping and counseling families. He is a valued member of the staff.”

Los Angeles Unified School District – “As a classroom instructor, Mr. ... experience in the Navy was valuable in providing effective discipline, and a conducive learning environment for students. Students are motivated to learn in his class and always give positive remarks about him. He works collaboratively with teachers, students and staff.”

California schools have been greatly enriched by the strengths and contributions of former military personnel. Some examples are:

- Donnie Driscoll completed an internship program at CSU Chico, qualifying for a teaching credential in Special Education, Mild/Moderate. Ms. Driscoll is the only teacher credentialed in Special Education for an area that covers many school districts in the rural areas of Northern California. She developed a very good reputation and was recognized by the Commission on Teacher Credentialing in 1996 as one of the Teacher of the Year recipients. She subsequently returned to CSU Chico and completed the requirements for a Moderate/Severe endorsement on her teaching credential. Ms. Driscoll has continued to do a great job for the Northern California rural schools.
- Tom Orput completed a two-year teacher preparation internship program at Oakland Unified School District, then transferred to San Francisco Unified School District where he worked as a teacher then was offered a position as assistant principal as an intern while completing the requirements for his Administrative Credential. Mr. Orput has

completed a Masters program and a program for the Administration Credential. He is now an Assistant Principal at Willard Middle School in Berkeley, a 750 student school.

- In March 2002, President Bush recognized Chauncey Veatch, retired military officer teaching Social Science in Coachella Valley School District, as the national Teacher of the Year.

Conclusion

The Troops to Teachers program has enabled many individuals to become fully credentialed teachers in California. Many participants in Troops to Teachers have received awards and recognition for teaching excellence and some have moved into leadership roles such as assistant principal or principal. The program has become a significant asset for public education by tapping a pool of highly effective, dedicated, mature, and experienced individuals who serve as excellent role models for public school students. Troops to Teachers participants respond to the need for teachers in rural areas of California, such as Farmersville, Gravenstein and Hemet Unified School Districts and also fill the need for teachers in the inner city schools such as the school districts in San Diego, Los Angeles, Long Beach, Oakland, and San Francisco.

California schools have been greatly enriched by the strengths and contributions of former military personnel. Troops to Teachers participants have demonstrated that a successful military career can translate into a successful teaching career and the program has been a benefit to military personnel, states and school children.

*California
Commission on Teacher Credentialing*

*Meeting of
November 6-7, 2002*

AGENDA ITEM NUMBER: **PREP - 2**

COMMITTEE: **Preparation Standards**

TITLE: **Approval of Subject Matter Preparation Programs
Submitted by Colleges and Universities**

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
 - Sustain high quality standards for the performance of credential candidates

Presented By: **Helen Hawley and Betsy Kean**

Prepared By: _____ **Date:** _____
Helen Hawley
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Director, Professional Services Division

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

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

Professional Services Division

November 7, 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.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting as needed with external reviewers, and communicating with institutions about their program proposals. The Commission budget supports the costs of these activities and no budget augmentation is needed to continue program review and approval.

Recommendation

That the Commission approve the subject matter preparation programs.

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

Professional Services Division

November 7, 2002

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.

Stanford University

The Stanford University proposed subject matter program in Science: Physics will be an integral part of the Coterminal Teaching Program and the Stanford Teacher Education Program, conceived as an innovative, inter-school partnership between the academic and education departments. The five-year program will lead to careers in middle school and high school teaching. A team of education and science faculty at the institution and the cooperating high schools develops the subject matter program.

The program is founded upon a clear conception of the knowledge, competencies, and sensitivities essential to well-prepared teachers of science in the classrooms of 21st-century California. These include the requisite breadth and depth of knowledge (including an observable deep interest in science and scientific inquiry), and sensitivity to the multiple effective teaching styles that are responsive to the learning styles of students in the diverse California classrooms of the 21st Century. A central goal of the program is identification of ways in which teachers may establish positive classroom environments in which all students are challenged to learn and become comfortable with science and scientific ways of thinking. The program adheres to the specific science content standards of The California Science Framework, covering all of the major themes.

California State University, Bakersfield

The mission of the Music Program is to contribute actively to the musical, intellectual, cultural, and aesthetic educational environment of the California State University at Bakersfield and its service region. This mission is realized through the programs of study provided for music majors, the several music electives and hosted by the department on campus and throughout the community. The Department of Performing Arts offers a Bachelor of Arts Degree in Music with two emphases (General Music and Music Education) within a liberal arts context to ensure that music students receive a broad education in the arts and humanities to complement their highly specialized professional training in music. Successful completion of the Bachelor of Arts in Music requires all music majors to demonstrate the various musical competencies necessary to enter the music profession or to continue advanced music study at the graduate level. The outcomes of the core curriculum are set in the context of teaching music.

It is the shared belief of the department faculty that successful music education graduates must be able to demonstrate an understanding of their art through performance, to understand and express the nature of the art of music from historical, theoretical, aesthetic, cultural, and philosophical perspectives, and to share that art through the teaching profession. Thus, several parallel priorities run through the music education program. In addition to performing in the campus' performance ensembles, all music education students take private instruction in one applied specialty area every quarter of residence. Quarterly jury examinations assist the faculty in assessing student progress in performance, and the culminating senior recital, thesis, or project, allows the faculty to be assured that performance competency has been met in at least one applied area. Furthermore, all majors are required to achieve a degree of piano proficiency and are encouraged to study in a secondary performance area giving them a level of competence well beyond that gained solely from instrumental and vocal pedagogy classes.

Recommendation

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

SCIENCE: PHYSICS

- Stanford University

MUSIC

- California State University, Bakersfield

Summary Information on Elementary Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation program, the institution has responded fully to the Commission's standards for the Elementary Subject Matter Requirement for the Multiple Subject Teaching Credential. The program has been reviewed thoroughly by an Elementary Subject Matter Program review panel. The panel has judged that the program has met all

applicable standards established by the Commission and recommends the program for approval by the Commission. Program information for the institution follows:

Holy Names College

Holy Names College is a private institution located in Oakland, California. It enrolls approximately 1000 students, with approximately 20 ESM graduates yearly.

Pathway to Subject Matter Competence: Liberal Studies major; students in other majors take the MSAT/CSET.

Features:

- All students (including Liberal Studies majors) take Integrated Studies Across Cultures, a non-Western approach to the study of human cultures that integrates the arts, science, philosophy, history, spirituality, political and social behaviors. The interdisciplinary capstone course uses a single theme to weave together ideas from the majors. It culminates in a significant research paper and oral presentation of each student's findings.

- The essays which comprise the summative assessment, included in each student's portfolio, tap into the coursework and extracurricular learning of the liberal studies graduates. Students share their responses to these essays and other questions in a formal assessment meeting with the advisors and coordinator of Liberal Studies. Changes to the program reflect consistent comments made by students for improvement or change of emphasis.

- Small, interactive seminars introduce students to the world of the elementary school. In the seminars, graduate education faculty shares insights and discusses issues with the Liberal Studies undergraduates early in their program.

Recommendation

That the Commission approve the following program of Elementary Subject Matter Preparation for the Multiple Subject Teaching Credential.

- Holy Names College

**California
Commission on Teacher Credentialing**

**Meeting of
November 6-7, 2002**

AGENDA ITEM NUMBER: **PREP - 3**

COMMITTEE: **Preparation Standards**

TITLE: **Seventh Annual Report of the Committee on
Accreditation**

 X **Action**

 Information

 X **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
 - Assess and monitor the efficacy of the Accreditation System, Examination
System and State and Federal Funded Programs

Presented By: **Lawrence Birch, Commission Staff, and Sue Teele and David
Madrigal, Co-Chairs, Committee on Accreditation, 2001-2002**

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

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

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

Seventh Annual Report of the Committee on Accreditation

Professional Services Division

October 15, 2002

Executive Summary

This agenda report includes two parts. Part one provides background information about the Committee on Accreditation and that committee's *Seventh Annual Accreditation Report* to the Commission, which is required by Education Code §44373 and the *Accreditation Framework*. The *Annual Report* summarizes the accomplishments, activities and plans of the Committee on Accreditation. The committee's accomplishments during the past year (2001-2002) are described in the context of its workplan. Plans for the current year (2002-2003) are presented as the proposed workplan for the committee. (The full report text is contained in Appendix A of this agenda item.) The second part of this item provides an update on four waivers granted by the Commission of the accreditation requirement of Western Association of Schools and Colleges.

Fiscal Impact Analysis

The expenses of the Committee on Accreditation are supported by the base budget of the Commission.

Recommendation

On behalf of the Committee on Accreditation, the staff recommends that the Commission receive the *Seventh Annual Accreditation Report* by the Committee on Accreditation.

Seventh Annual Report of the Committee on Accreditation

Professional Services Division

October 22, 2002

Part One: Committee on Accreditation Activities

Background Information on the Seventh Annual Report

The Committee on Accreditation (COA) consists of 12 professional educators selected by the Commission for their distinguished records of accomplishment in education. The following responsibilities are delegated to the Committee on Accreditation under the Commission's *Accreditation Framework*:

The Committee shall . . . make decisions about the accreditation of educator preparation. The Committee's decision making process shall be in accordance with the *Accreditation Framework* adopted by the Commission.

The Committee shall . . . make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.

The Committee shall . . . determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the *Accreditation Framework*.

The Committee shall . . . adopt guidelines for accreditation reviews, and (shall) monitor the performance of accreditation teams and other aspects of the accreditation system.

The Committee shall . . . present an annual accreditation report to the Commission and respond to accreditation issues and concerns referred to the Committee by the Commission.

In establishing the Committee on Accreditation, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Under SB 655 (Bergeson, Chapter 426, Statutes of 1993) and the *Accreditation Framework*, the Commission retains the exclusive authority and responsibility to adopt standards for educator preparation, and to make all other policy decisions that govern the system of professional accreditation in education. The COA is responsible for implementing the Commission's policies, enforcing the Commission's preparation standards and annually reporting its activities to the Commission.

The *Seventh Annual Accreditation Report* by the Committee on Accreditation (attached) focuses on the Committee's major efforts during 2001-2002 to accomplish its primary responsibility

under law: "make decisions about the accreditation of educator preparation." The *Report* reviews the Committee's implementation of that function in the accreditation visits conducted during the year.

The *Accreditation Report* also includes information about the Committee's second area of legal authority: "make decisions about the initial accreditation of new programs of educator preparation." The *Report* includes specific information about the committee's decisions during 2001-2002 to grant initial accreditation to new programs of professional preparation.

The *Accreditation Report* also presents a report on the 2001-2002 workplan for the Committee on Accreditation and the proposed workplan for 2002-2003. Summary information is given in the *Accreditation Report* about each institutional accreditation report and subsequent Committee on Accreditation action. Also included are all initial program accreditation actions of the Committee and all other accreditation actions.

The *Seventh Annual Accreditation Report* will be presented to the Commission by Sue Teele and David Madrigal, Committee on Accreditation Co-Chairs for 2001-2002. Following their presentation to the Preparation Standards Committee, they will be available to answer questions.

Part 2: Update on Institutions Having a Waiver of the Western Association of Schools and Colleges Accreditation Requirement

Introduction and Background Information

During the past 12 years, the California Commission on Teacher Credentialing has taken action to waive the Western Association of Schools and Colleges (WASC) accreditation requirement for institutions in the early stages of development. Under the provisions of Education Code Section 44225 (m) that grants the Commission waiver authority, waivers can be given to post-secondary institutions. One of the reasons given for granting waivers listed in Section 44225 is to “Provide other temporary exceptions when deemed to be appropriate by the Commission.”

In the past, the Commission has granted waivers with the understanding that such waivers are temporary, they enable educational institutions to meet the goals established by the state, and they provide significant help in addressing identified critical needs of schools and students. Additionally, there are accompanying mechanisms to assure that Commission standards are not lowered and preparation quality is maintained under the waiver provisions.

Update on Waivers Granted

The following provides an update on the current status of the WASC accreditation requirement waiver granted by the Commission to four higher education institutions in the state – two campuses in the public California State University system, and two independent campuses – since 1994.

National Hispanic University

In 1994, the Commission granted a three-year waiver of the WASC accreditation requirement to National Hispanic University, in which time the institution was expected to achieve WASC Candidacy. The waiver included an acceptance of baccalaureate degrees awarded by the institution for credential purposes, the eligibility to submit one or more subject matter preparation programs and the eligibility to submit one or more professional preparation programs.

The institution subsequently received approval for the Liberal Studies subject matter program and the Multiple Subject CLAD/BCLAD Emphasis Credential program. At the time of the waiver, National Hispanic University had achieved WASC Eligibility. In 1997, the institution was granted a one-year extension of the waiver because candidacy had not yet been achieved. National Hispanic University earned WASC Candidacy in 1998. The institution was then granted an additional year of waiver in order for the Commission to review the results of the Committee on Accreditation on-site visit to be conducted in spring 1999 and subsequent revisit in spring 2000.

In 2000, the Committee on Accreditation removed the stipulations placed upon the institution in 1999. National Hispanic University was granted two additional years of waiver of regional accreditation by the Commission with the understanding that the full WASC accreditation visit

was scheduled for March 26-29, 2002. Following that 2002 site visit, the WASC Accreditation Commission granted regional accreditation to National Hispanic University.

California State University, Monterey Bay

In 1995, California State University, Monterey Bay was granted a waiver of the WASC accreditation requirement for an unspecified period of time. The waiver included an acceptance of baccalaureate degrees awarded by the institution for credential purposes, the eligibility to submit one or more subject matter preparation programs and the eligibility to submit one or more professional preparation programs.

The institution subsequently received approval for the Liberal Studies subject matter program and the Multiple Subject CLAD/BCLAD Emphasis Credential program. At the time of the waiver, California State University, Monterey Bay had achieved WASC Eligibility. In 1998, WASC Candidacy was earned. The COA conducted an on-site accreditation visit in 1998. Stipulations were placed upon the institution at that time and a successful accreditation re-visit was completed in 1999. The final site visits for full WASC accreditation are being held during the 2002-2003 academic year at CSU, Monterey Bay.

Inter-American College

In 2000, the Commission granted a waiver of the WASC accreditation requirement to Inter-American College. The institution was founded in 1996 and in 1999 was granted Eligibility by the Western Association of Schools and Colleges for a term of three years. By achieving Eligibility, the institution completed the first step toward the process of accreditation. On that basis, the Commission granted the waiver. A stipulation of the waiver was that the institution would develop a partnering agreement with an accredited institution and that an annual report on the progress toward WASC candidacy would be provided. The institution provided a copy of a Memorandum of Understanding with California State University, San Marcos and has presented a report in each of the past two years. The institution subsequently had its elementary subject matter program approved as well as its Multiple and Single Subject Teaching Credential Program. It is now in the process of meeting the SB 2042 requirements.

In the spring of 2002, Inter-American College had a WASC Candidacy visit. Although the decision was Denial of Candidacy, the institution's Eligibility Status was extended to June 30, 2004, with the opportunity to reapply for Candidacy. During the 2002-2003 year, the Committee on Accreditation plans to conduct a formative evaluation site visit in preparation for a full site visit in spring 2004.

California State University, Channel Islands

California State University, Channel Islands is the newest campus of the California State University system, having opened its doors in the fall of 2002. The institution was granted a waiver of the WASC accreditation requirement by the Commission in June of 2002 and is now in the process of having its initial programs reviewed and approved under the SB 2042 standards.

Appendix A

The Seventh Annual Accreditation Report **of the Committee on Accreditation**

Update on Implementation of California's Credentialing Standards Pursuant to SB 2042

Professional Services Division

November 7, 2002

Executive Summary

At its meeting of September 6, 2001, the Commission approved new Standards under SB 2042 for Elementary Subject Matter Preparation Programs and for Professional Teacher Preparation Programs, and an Implementation Plan for transitioning to these new sets of Standards. At its meeting of October 4, 2001, the Commission approved new Blended Program Standards under SB 2042. At its meeting of November 8, 2001, the Commission approved grants under the Title II Teacher Quality Enhancement State Grant to institutions that wanted to be "Early Adopters" of the new standards. Between October 2001, and March 2002, regional teams have provided extensive technical assistance to Early Adopters and to all other institutions offering Elementary Subject Matter Preparation and/or Professional Teacher Preparation and/or Blended Programs of Undergraduate Teacher Preparation. In March 2002, the Commission approved new Professional Teacher Induction Standards under SB 2042. In April 2002, the Commission received an update on implementation of the new Standards and reviewed the next steps in the implementation process. In September 2002, the Commission adopted Assessment Quality Standards for Teaching Performance Assessment. This report provides an update on the status of implementation efforts and accomplishments from the period of April 2002, through November, 2002; details further implementation activities for 2002-2003; describes two Induction-focused planning grant applications from private K-12 schools to be funded by the Title II Teacher Quality Enhancement State Grant; and presents an implementation plan for the Teaching Performance Assessment.

Fiscal Impact Summary

The base budget of the Professional Services Division, supplemented by the resources of the Title II Teacher Quality Enhancement State Grant, has been used to date to support regional technical assistance efforts, to implement the initial reviews of program documents submitted in response to SB 2042 Standards, to provide Standards-focused Title II program planning grants, and to support the development of the Teaching Performance Assessment.

Policy Issues To Be Decided

Two policy issues are presented in this report: (a) Should the Commission approve the two private K-12 school Induction-focused Title II planning grants? and (b) Should the Commission approve the Implementation Plan for the Teaching Performance Assessment?

Recommendation

Staff recommend that the Commission approve the two private K-12 school Induction-focused Title II planning grants, and that the Commission approve the Implementation Plan for the Teaching Performance Assessment.

Update on Implementation of California's Credentialing Standards Pursuant to SB 2042

Professional Services Division

November 7, 2002

Background Information

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

At its meeting of October 4, 2001, the Commission approved new Blended Program Standards under SB 2042. At its meeting of November 8, 2001, the Commission approved grants under the Title II Teacher Quality Enhancement State Grant to institutions that wanted to be "Early Adopters" of the new standards. At its meeting of March 7, 2002, the Commission approved new Professional Teacher Induction Standards under SB 2042.

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

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

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

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

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

Activities relating to these five approaches were described in detail in a Commission agenda item in April 2002. The remainder of this report will focus on SB 2042 implementation activities that have taken place since April 2002.

A. Update on Statewide Technical Assistance Provided by Regional Teams for All Programs/Institutions, Especially New Technical Assistance for Professional Teacher Induction Programs.

In order to assist Beginning Teacher Support and Assessment (BTSA) programs to make the transition from grant supported professional development programs to approved Professional Teacher Induction Programs, the Regional Technical Assistance Teams scheduled training sessions for local BTSA program staff and for college and university staff working in the area of Induction. An initial training session on the new Professional Teacher Induction standards was held for all Regional Team members on July 18, 2002, in Sacramento. Approximately 40 regional team members attended this training. Between late July 2002, and early September 2002, regional teams provided extensive technical assistance to all BTSA programs as well as to other potential sponsors of Professional Teacher Induction programs. The technical assistance meetings covered understanding the new Standards as well as information on how to respond to these Standards for program approval purposes. Regional Team members remained available throughout this same time period to provide ongoing technical assistance to program sponsors of Elementary Subject Matter Preparation and/or Professional Teacher Preparation and/or Blended Programs of Undergraduate Teacher Preparation.

Meeting times and locations for the Induction-focused Regional Technical Assistance meetings were posted on the Commission's website as well as on the website of the California Department of Education. Regional team members also sent individual invitations to all BTSA program sponsors and all Institutions of Higher Education (IHE) in the regions.

Evaluation responses from attendees at each of these meetings have continued to be overwhelmingly positive. Most of the positive comments from the field cite three major aspects of the training provided:

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

The table below provides a summary of all the Regional Technical Assistance meetings held between June 2002 and October 2002. Attachment B lists these meetings by individual region. A later section of this narrative discusses the technical assistance provided during the August 2002 Title II Teacher Quality Enhancement Summer Workshops.

SUMMARY OF REGIONAL TECHNICAL ASSISTANCE MEETINGS
June - October 2002

Meeting Focus	Number of Meetings 6/02-9/02	Total Attendees 6/02-9/02
SB 2042 All Standards	15	622
SB 2042 Induction Standards Only	6	190
Credential Counselors and Analysts/HR Personnel: ESM/Teacher Prep/Blended Standards	9	400
Credential Counselors and Analysts/HR Personnel: Induction Standards	10	604
Superintendents: Induction Standards	3	32
Writing to the Standards	5	71
Read-Arounds	6	72
Totals	54	1,991

B. Specialized Statewide Assistance to Credential Counselors and Analysts Regarding the New Standards

Through funding from the Title II Teacher Quality Enhancement State Grant, a working group of members of the Credential Counselors and Analysts of California (CCAC) developed a new handbook for Credential Counselors and Analysts relating to the new SB 2042 standards. This same working group, along with Commission staff, also developed an extensive technical assistance training for Credential Counselors and Analysts that focused particularly on the work of these staff members and the impact of the new Standards on their work with teacher candidates and with teacher preparation programs. An initial round of nine statewide technical assistance meetings for Credential Counselors and Analysts was held between April and June 2002, and an additional four statewide technical assistance meetings were held in August and September 2002. These initial meetings focused primarily on the new Professional Teacher Preparation Program and Blended Program standards. Over 400 Credential Counselors and Analysts attended this first round of technical assistance.

Once the Professional Teacher Induction Program Standards were adopted by the Commission, staff worked to modify the original technical assistance materials and presentations for Credential Counselors and Analysts to focus on the new Induction Standards and their impact on the work of these individuals. A new round of statewide regional technical assistance meetings was then conducted between May 2002 and June 2002 to focus specifically on the new Induction Standards. The table below indicates the meetings and attendance for the Induction-focused Credential Counselor and Analyst technical assistance training:

Location	Number of Attendees
West Covina School Dist.	a.m.: 99 p.m.: 30
New Haven School Dist.	27
San Diego COE	a.m.: 70 p.m.: 46
Sacramento COE	105
Santa Clara COE	87
Merced COE	65
Tehama COE	29
TOTAL	558

C. Update on Program Document Submission Windows for 2002-2003

All Professional Teacher Preparation Programs, Elementary Subject Matter Programs, and Blended Programs were asked in early 2002 to select from one of seven Program Submission Windows spanning the time period from April 1, 2002 (Early Adopters) through September 1, 2003. Professional Teacher Induction Programs have now also been asked to select from one of the remaining six Submission Windows, from September 1, 2002 through September 1, 2003, for sending their program document(s) for review. Attachments C and D detail all of the Submission Windows. Below is the summary of the remaining submission windows for 2002-2003:

SUMMARY OF EXPECTED DOCUMENTS SUBMISSIONS BY REMAINING WINDOWS

Window	ESM	Teacher Prep	Blended	Induction	Total Programs	Total Readers
Sept. 2, 2002	5	5	2	11	23	69
Nov. 1, 2002	8	10	4	24	46	139
Feb. 3, 2003	16	19	4	32	71	213
April 1, 2003	12	18	6	30	66	198
August 1, 2003	9	10	7	33	56	168
Sept. 1, 2003	12	0	6	25	43	129
TOTALS	62	62	29	155	305	915

(Note: each program document is reviewed by a team of three readers)

D. Update on Program Applications and Program Approvals for the Period of April, 2002- November, 2002

April 1, 2002 Early Adopter Submission Window: The Commission received a total of 10 Early Adopter submissions from Elementary Subject Matter program sponsors, and 30 Early Adopter submissions from Professional Teacher Preparation program sponsors. Reviewers of these program documents received training on April 16-17, 2002, in Sacramento, and completed their initial reading of the Early Adopter program documents during the following two weeks. The reviewers read and rated each program standard independently, and then subsequently came to a collective team judgment concerning whether each standard and each element within each standard

were met, or if additional information and/or supporting documentation were needed. Commission staff reviewed the review team's summary feedback, and then communicated the review panel's summary feedback to program sponsors. Program sponsors subsequently provided additional clarification and/or supporting documentation in response to the readers' feedback, and the original team reviewers then read the resubmissions from program sponsors using the same process, including posting a revised team summary for each standard and for each element. Commission staff facilitated the entire process of providing feedback from the teams to the program sponsors.

As of October 2002, seven of the 10 Early Adopter Elementary Subject Matter programs and 23 of the 30 Early Adopter Professional Teacher Preparation programs that were submitted for the April 1, 2002 submission window have been approved under SB 2042. Two additional Early Adopter Elementary Subject Matter programs are expected to be approved in November 2002. The approved programs are indicated in bold in the chart in Attachment C. the remaining Early Adopter programs are all currently in the process of resubmitting additional information and/or supporting documentation for review.

September 1, 2002 Submission Window: A total of 23 program submissions was received, as indicated in the Submission Window chart above. Readers met in Sacramento during September 16-18, 2002 for training and program document review. Extensive training was provided to the new Professional Teacher Induction Program readers during all three days, and refresher training was provided for the experienced Professional Teacher Preparation and Elementary Subject Matter program reviewers (these individuals had previously reviewed Early Adopter program submissions in April 2002). All of the September 2002 Submission Window programs have received feedback from the initial review of their program documents, and have resubmitted additional documentation and/or materials for review in response to feedback from the program reviewers. These program sponsors are now awaiting feedback from program documents reviewers in response to the materials resubmitted.

November 1, 2002 Submission Window: All program sponsors submitting program documents for the November 1, 2002 Submission Window were provided updated information concerning the guidelines for preparing and submitting program documents. Staff have assembled teams of reviewers for these documents. The review process for the November 2002 Submission Window will be held in Sacramento on November 19-21, 2002.

E. Update on Ongoing SB 2042-Related Technical Information and Assistance Provided by Staff

Title II Teacher Quality Enhancement State Grant Summer Workshop: The third annual summer Title II Teacher Quality Enhancement State Grant Summer Workshop was held in San Diego in two sessions, the first on August 14-15 and the second on August 16-17, 2002. The Title II Summer Workshop has previously provided initial technical assistance for the implementation of SB 2042 during the summers of 2000 and 2001. This year, the Title II Summer Workshop focused on helping attendees benefit from what we have learned to date from the experiences of the Early Adopters, as well as helping attendees deepen their knowledge of the Standards and of how to respond effectively to the Standards. Attachment E provides the summary agenda for the August 14-15 Title II Summer Workshop session. Approximately 500

persons attended the Title II Summer Workshops. Evaluation feedback provided by the attendees was highly complimentary regarding the appropriateness of the topics, the quality and preparedness of the presenters, and the helpfulness of having quality time to share information with their peers concerning the implementation of the new Standards.

Regular contacts with the field: Commission staff are continuing during this transition period to respond by email, phone and fax to questions and comments submitted by the field concerning the new credential system, the new standards, and the transition processes. Staff have already made numerous presentations at professional meetings and conference (for example, at meetings on Elementary Subject Matter sponsored by the California State University Academic Senate; at meetings of the CSU Education Deans; at Independent California Colleges and Universities; at the California Council on Teacher Education; and at Credential Counselors and Analysts training sessions.) Staff participated in several presentations at the annual conference of the California Credential Counselors and Analysts during October 15-17, 2002 in Sacramento. Staff are also responding on an individual basis to questions and concerns from institutions and/or programs.

F. Update on the Use of Technology within the SB 2042 Process

Creative use of technology continues to facilitate the SB 2042 Implementation Plan in two major ways. The first is by helping to keep the field informed through the creation of a special section on the Commission website dedicated to items relating to the SB 2042 Standards and to the transition to these standards. Clicking on the SB 2042 button provides information concerning the standards themselves, related legislation and policy, regional training opportunities, copies of handouts and other technical assistance materials from meetings and conferences, and other useful links.

The second way is by facilitating communications with and among the regional teams and the document review teams through piloting special web-based software. The "Sparrow" software from Xerox Corporation's Palo Alto Research Center allows for web-based, group-sharable and group-editable documents, and permits instantaneous communication among the members around the state regardless of individual computer systems and setups. Reviewers of the SB 2042 program documents use this secure website to post their team summary feedback. This system has greatly improved the ability of staff to provide feedback back more quickly to program sponsors concerning their responses to the standards.

G. Title II Induction-focused Planning Grants for Private K-12 Schools

Many private K-12 schools require their teachers to maintain valid K-12 teaching credentials issued by the Commission. These teachers will also need access to approved Professional Teacher Induction programs in order to obtain their Professional Clear Credential. The Title II Teacher Quality Enhancement State Grant Work Plan previously reviewed and approved by the Commission contained a line item to support a total of 10 planning grants in the amount of \$10,000 each for private K-12 schools and/or consortia to plan for the development of professional teacher induction programs responsive to the Commission-adopted Professional Teacher Induction Program Standards. The Commission also reviewed the RFP criteria for applying for these planning grants. The deadline for planning grant applications is November 15, 2002, and applications are being accepted on a rolling basis until the deadline.

Two applications have been received to date and reviewed by staff. Staff recommend that the following two private K-12 school induction-focused planning grants be awarded in the amount of \$10,000 each as per the Title II Teacher Quality Enhancement State Grant Work Plan:

(1) The Association of Christian Schools International (ACSI), Southern California Regional Induction Program Consortium. This consortium consists of the ACSI, 18 WASC-accredited ACSI-affiliated southern California K-12 schools, and Vanguard University.

(2) The Southern California Lutheran School Induction Collaborative. This collaborative consists of St. John's Lutheran School (Orange), six WASC-accredited Lutheran schools in southern California, and Concordia University.

H. Implementation Plan for the Teaching Performance Assessment (TPA)

1. Update on the TPA Field Testing Process

The field testing process for the Commission's TPA prototype has been proceeding on schedule, as presented in the prior agenda item at the September 5, 2002, Commission meeting. Each Teacher Preparation program sponsor has already identified a staff member to be the liaison for the initial TPA Network that has been working with the field testing process for the TPA prototype. A total of 150 multiple subject teacher candidates and 250 single subject teacher candidates are participating in the field testing.

The participants' completed Tasks 1 and 2 are due on January 15, 2003, and their completed Tasks 3 and 4 are due on April 15, 2003. Benchmarking for Tasks 1 and 2 responses will take place in February 2003, with centralized scoring of these responses scheduled for March 2003. Benchmarking for Tasks 3 and 4 will take place in late April 2003, with centralized scoring in late May 2003. Following each centralized scoring, a regional scoring will be held for local assessors to review and score the same samples against the benchmarks, and to provide information as to the effectiveness of the training local assessors will receive during this process.

2. Technical Assistance Plan for TPA Implementation

a. Technical Assistance Workshops for Teacher Preparation Program Sponsors. In order to assist the field in implementing the Teaching Performance Assessment within the time frame specified by law, Commission staff have planned a series of statewide Technical Assistance Workshops modeled on the successful technical assistance strategy previously implemented for the SB 2042 program standards and Induction standards. The initial round of five meetings, scheduled for November-December 2002, will focus on a general orientation to the TPA, including understanding the four TPA tasks and reviewing the details that will be required within each institution/program's plan to implement the TPA. One additional meeting, during November 2002, will orient the SB 2042 Technical Assistance Regional Teams to the Teaching Performance Assessment and to the remainder of the Technical Assistance Plan as described below. The second round of five meetings, scheduled for January-February 2003, will focus on understanding the Assessment Quality Standards adopted by the Commission at its meeting of September 5, 2002, and on how to respond to these standards. The third and final round of five statewide

meetings, scheduled for March and April 2003, will focus on doing Read-Arounds of drafts of program responses to the Category E Assessment Quality Standards. The locations for the five statewide meetings will be San Diego, Los Angeles, Fresno, San Francisco (Bay Area), and Sacramento. Information regarding the Technical Assistance meetings will be sent to the Deans/Directors of all Commission-approved Teacher Preparation programs and will be posted on the Commission's website.

b. Teacher Preparation Program Plans for TPA Implementation. Programs/institutions will be asked to submit a plan to the Commission by June 1, 2003 for the local program-embedded implementation of the Teaching Performance Assessment. At the initial technical assistance meetings in November-December, 2002, participants will receive a copy of the program plan document, which will contain guided prompts for describing how the institution/program plans to embed the TPA within its program(s). The plan document will also be sent to Deans/Directors of all Commission-approved Teacher Preparation programs and will be available on the Commission's website. Commission staff will review these plans and provide feedback to the individual institution/program. Commission staff must sign off on the TPA implementation plan before the program sponsor can begin implementing the TPA. All plans submitted by the June 1, 2003 must be reviewed, revised and approved by August 5, 2003. All candidates for a multiple and single subject credential enrolled in an accredited teacher education program must take and pass a TPA in order to be recommended for a teaching credential beginning in 2003-04.

c. Training and Calibrating TPA Administrators and Assessors. The Technical Assistance Plan also includes activities for training and calibrating teacher preparation program staff who will be administering and/or scoring the Teaching Performance Assessment within local teacher preparation programs. It is expected that several sessions for training and calibrating of local teacher preparation program staff will take place during the late spring-early summer of 2003.

d. Teacher Preparation Program Responses to the Category E Assessment Quality Standards. Teacher Preparation Programs will be required to respond to Assessment Quality Standards 21-23 by September 15, 2004. During the period of June 2003 to September 2004, programs will have the opportunity to try out their TPA implementation plans and make appropriate adjustments to local implementation processes and/or procedures. Program sponsors can then use the information and feedback gained from this process to help inform the program's September 2004, responses to the Assessment Quality Standards. These responses will be read by teams of qualified peer reviewers during September-November, 2004.

e. Program Sponsors Electing to Use a TPA Other Than the Commission Prototype. Teacher Preparation Program sponsors electing to use a locally-developed Teaching Performance Assessment rather than the Commission prototype will need to respond by June 1, 2003 to Category E Assessment Quality Standards 19-20, and by September 15, 2004, to the Category E Assessment Quality Standards 21-23. These program sponsors will also need to submit their TPA implementation plan on June 1, 2003, as described in section b above.

The graphic on the following two pages shows the relationship of the TPA process to the remainder of the SB 2042 Standards implementation.

ATTACHMENT A
REGIONAL TEAMS DIRECTORY

SB 2042 Implementation
Regional Teams Directory

Region One

Regional Team Members:

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ATTACHMENT B

REGIONAL TECHNICAL ASSISTANCE MEETINGS

REGION 1

Meeting Date	Location	Meeting Focus	Number of Attendees
June 7, 2002	Sacramento	Technical Assistance on all SB 2042 Standards	51
June 24, 2002	Sutter County	Tutorial on Writing to the Standards - Induction	24
August 6, 2002	Sutter County	Read-Around (review of draft of responses to Standards)- Induction	14
August 8, 2002	Sacramento	Tutorial on Writing to the Standards - Induction	8
September 19, 2002	Sacramento	Technical Assistance on SB 2042 Standards - Induction	52
November 12, 2002	Sacramento	Tutorial on Writing to the Standards - Induction	TBD
		Total Meetings 6/02-9/02 5	149

Region 2

Meeting Date	Location	Meeting Focus	Number of Attendees
Feb. 25, 2002	Oakland	Technical Assistance on SB 2042 Standards - ESM, Teacher Prep., and Blended	44
Feb. 28, 2002	Santa Clara COE	Technical Assistance on SB 2042 Standards - Induction	45
April 19, 2002	Bay Area	Technical Assistance on SB 2042 Standards - Induction	17
May 9, 2002	Hayward	Technical Assistance on SB 2042 Standards - Induction	9
June 21, 2002	Santa Cruz	Technical Assistance on SB 2042 Standards - Induction	18
June 25, 2002	Newark	Technical Assistance on all SB 2042 Standards	49

July 16, 2002	South Coast Inn	Technical Assistance on all SB 2042 Standards	14
July 23, 2002	Newark	Technical Assistance on SB 2042 Standards - Induction (for Superintendents)	5
August 7, 2002	Santa Cruz	Read-Around (review of draft of responses to Standards)- Induction	15
September 5, 2002	Newark	Technical Assistance on all SB 2042 Standards	27
September 20, 2002	Goleta	Technical Assistance on SB 2042 Standards - Induction (for Superintendents)	13
September 30, 2002	Pleasanton	Technical Assistance on SB 2042 Standards - Induction	10
September 30, 2002	Fremont	Tutorial on Writing to the Standards	5
October 1, 2002	Newark	Technical Assistance on SB 2042 Standards - Induction (for Human Resources personnel)	46
October 2, 2002	Newark	Read-Around (review of draft of responses to Standards)	10
		Total Meetings 2/02-9/02 15	327

Region 3

Meeting Date	Location	Meeting Focus	Number of Attendees
June 20, 2002	Rancho Cucamonga	Technical Assistance on all SB 2042 standards	30
June 25, 2002	Palmdale/Lancaster	Technical Assistance on all SB 2042 standards	28
July 7, 2002	Rancho Cucamonga	Tutorial on Writing to the Standards	12
July 23, 2002	Rancho Cucamonga	Technical Assistance on all SB 2042 standards	45

July 26, 2002	Rancho Cucamonga	Read-Around (review of draft of responses to Standards)	8
August 8, 2002	Rancho Cucamonga	Tutorial on Writing to the Standards	22
August 22, 2002	Palmdale	Read-Around (review of draft of responses to Standards)	6
Sept. 12, 2002	Rancho Cucamonga	Technical Assistance on all SB 2042 standards	17
September 19, 2002	Palmdale/Lancaster	Technical Assistance on SB 2042 Standards - Induction (for Superintendents)	14
September 20, 2002	Rancho Cucamonga	Read-Around (review of draft of responses to Standards)	19
		Total Meetings 6/02-9/02 10	201

Region 4

Meeting Date	Location	Meeting Focus	Number of Attendees
June 28, 2002	Glendale	Technical Assistance on all SB 2042 standards	65
July 25, 2002	West Covina	Technical Assistance on all SB 2042 standards	82
August 22, 2002	Glendale	Technical Assistance on SB 2042 standards-Induction	63
		Total Meetings 6/02-9/02 3	211

Region 5

Meeting Date	Location	Meeting Focus	Number of Attendees
June 26, 2002	San Diego	Technical Assistance on all SB 2042 Standards	38
July 8, 2002	Rancho Bernardo	Technical Assistance on all SB 2042 Standards	41

July 9, 2002	Anaheim	Technical Assistance on all SB 2042 Standards	25
Sept. 19, 2002	Newport Beach	Technical Assistance on all SB 2042 Standards	75
September 20, 2002	Escondido	Technical Assistance on SB 2042 Standards - Induction	40
October 3, 2002	Imperial COE	Technical Assistance on all SB 2042 Standards	35
October 15, 2002	Orange County COE	Technical Assistance on SB 2042 Standards - Induction	35
October 24, 2002	Costa Mesa	Read-Around (review of draft of responses to Standards)	TBD
		Total Meetings 6/02-9/02 8	289

ATTACHMENT C

DOCUMENT SUBMISSION WINDOWS BY INSTITUTION

	ESM	Teacher Prep	Blended
Bakersfield, CSU	Sept 1, 2003	Feb. 3, 2003	Sept. 1, 2003
Channel Islands, CSU	Sept. 2, 2002	Sept. 2, 2002/MS April 21, 2003/SS	Feb. 3, 2003 (MS/Lib. Studies)
Chico, CSU	April 1, 2003	Sept. 2, 2002	April 1, 2003
Dominguez Hills, CSU	April 1, 2003	April 1, 2002	Aug. 1. 2003
Fresno, CSU	April 1, 2003	April,02 MS April,02 SS	April 1, 2003
Fullerton, CSU	April 1, 2002	Nov. 1, 2002	Feb. 3, 2003
Hayward, CSU	Sept. 1, 2003	SSInteg.Apr. 02 Aug. 1, 2003	Sept. 1, 2003
Humboldt State	April 1, 2002	Aug. 1, 2003 Sept.1 03child devel.	Aug. 1, 2003
Long Beach, CSU	Feb. 3, 2003	April 1, 2002 Feb3,2003/SS	Feb. 3, 2003
Los Angeles, CSU	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Monterey Bay, CSU	April 1, 2003	April 1, 2003	N/A
Northridge, CSU	April 1, 2002	April 1, 2002	Sept. 2, 2003
Pomona, Cal Poly	Nov. 1, 2002	April 1, 2002	in process
Sacramento, CSU	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Bernardino, CSU	April 1, 2003	April 1, 2003	April 1, 2003
San Diego State	Feb. 1, 2003	April 1, 2002	April 1, 2003
San Francisco State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Jose State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Luis Obispo, Cal Poly	April 1, 2003	April 1, 2003	April 1, 2003
San Marcos, CSU	Feb. 3, 2003	April 1, 2002	in process
Sonoma State	Aug. 1, 2003	April 1, 2002	Aug. 1, 2003
Stanislaus, CSU	April 1, 2002	Aug. 1, 2003	Sept. 1, 2003
Cal State Teach	N/A	April 1, 2003	N/A

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

Stanford University	Sept. 1, 2003	April 1, 2002 (SS); Feb. 3, 2003 (MS)	N/A
University of La Verne	April 1, 2002	April 1, 2002	N/A
University of the Pacific	April 1, 2002	April 1, 2002	N/A
University of Phoenix	N/A	Nov. 1, 2002	N/A
University of Redlands	Sept. 1, 2003	April 1, 2002	Sept. 1, 2003 (2 programs)
University of San Diego	Feb. 3, 2003	April 1, 2002	N/A
University of San Francisco	Sept. 1, 2003	Sept.1, 2002	N/A
University of Southern California	April 1, 2002	April 1, 2002	
Vanguard University	Aug. 1, 2003	April 1, 2002	N/A
Westmont	Feb. 3, 2003	Feb. 3, 2003	N/A
Whittier	Feb. 3. 2003	Feb. 3, 2003	N/A
DISTRICT INTERN PROGRAMS	ESM	Teacher Prep	Blended
Compton Unified School District	N/A	Feb. 3, 2003	N/A
Long Beach Unified School District	N/A	Aug. 1, 2003	N/A
Los Angeles Unified School District	N/A	April 1, 2002	N/A
Ontario-Montclair School District	N/A	April 1, 2002	N/A
Orange County Office of Education	N/A	Feb. 3, 2003	N/A
Project Pipeline	N/A	April 1, 2003	N/A
San Diego City Schools	N/A	Nov. 1, 2002	N/A
San Joaquin County Office of Ed.	N/A	April 1, 2002	N/A

Note: Bold text denotes program recommended for approval.

ATTACHMENT D

INDUCTION PROGRAM SUBMISSION WINDOWS

**INDUCTION SUBMISSIONS WINDOW
FOR SEPTEMBER 3, 2002**

Program
1 Mt. Diablo USD
2 San Joaquin COE
3 Kern COE
4 Kern Union HSD
5 Panama-Buena Vista
6 Sacramento BTSA
7 Greenfield Union SD
8 Santa Cruz New Teacher Project
9 Bakersfield City SD
10 Belmont-Redwood
11 San Luis Obispo. COE

**INDUCTION SUBMISSIONS WINDOW
FOR NOVEMBER 1, 2002**

Program
1 Sutter COE
2 Butte COE
3 Rialto USD
4 Palo Alto USD
5 Westside Union SD
6 Lancaster SD
7 RIMS BTSA
8 El Dorado COE
9 Palmdale SD
10 Keppel-Wilsona
11 Chino Valley USD
12 Norwalk-LaMirada
13 Elk Grove USD
14 Fresno COE
15 Manteca USD
16 Tulare COE
17 Escondido Union SD
18 Etiwanda SD
19 Kings COE
20 Santa Clara COE
21 Rowland USD
22 LAUSD District Intern
23 New Haven USD
24 Santa Clarita Valley

**INDUCTION SUBMISSIONS WINDOW
FOR FEBRUARY 3, 2003**

Program
1 Fontana USD
2 Riverside USD
3 Tehama COE
4 Stockton USD
5 Fremont USD
6 Marin COE
7 Modesto City Schools
8 San Mateo UHSD
9 San Diego City Schools
10 Tustin USD
11 Culver City USD
12 Napa COE
13 Cal State Fullerton
14 Clovis USD
15 Sacramento City
16 Sonoma COE
17 Fullerton Jt. UHSD
18 Santa Barbara CEO
19 Baldwin Park USD
20 Ontario-Montclair
21 San Jose USD
22 Capistrano USD
23 South Bay BTSA
24 Walnut Valley Cons.
25 Stanislaus COE
26 Cajon Valley USD
27 North Coastal BTSA
28 Ventura COE
29 Anaheim Union HS
30 Davis Jt. Unified
31 Santa Clara COE
32 Vacaville USD

**INDUCTION SUBMISSIONS WINDOW
FOR APRIL 1, 2003**

Program
1 Selma Consortium
2 West Contra Costa
3 Oakland USD
4 Merced Consortium
5 Newark USD
6 Lawndale ESD
7 Visalia USD
8 Antelope Valley UH
9 Saddleback Valley

10 Azusa USD
11 Vallejo City USD
12 Far East Contra Costa Consortium
13 Placentia-Yorba Linda
14 Long Beach USD
15 San Gabriel Valley
16 Downey USD
17 LACOE
18 Burbank BTSA
19 Glendale USD
20 Tulare CESD
21 Temple City USD
22 Antioch USD
23 Central USD
24 Lodi USD
25 Milpitas USD
26 CSU Fullerton
27 Anaheim City SD
28 Orange USD
29 Orange COE
30 Grossmont Union

**INDUCTION SUBMISSIONS WINDOW
FOR AUGUST 1, 2003**

Program
1 Contra Costa COE
2 San Diego COE
3 Alhambra Schools
4 Imperial COE
5 San Dieguito Union High
6 Tracy Jt. Unified
7 San Jose/Santa Cruz
8 San Juan USD
9 San Bernardino City
10 Vista USD
11 Corona-Norco
12 Hayward Unified
13 Huntington Beach
14 UCI/OC BTSA
15 Oceanside USD
16 Monterey COE
17 Alum Rock UESD
18 Chaffey Jt. UHSD
19 San Mateo-Foster
20 Bellflower USD
21 Pomona USD
22 Fairfield-Suisun
23 San Francisco USD

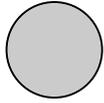
24 Fresno USD
25 Chula Vista ESD
26 Pt. Loma Nazarene
27 San Ramon Valley
28 Santa Rosa City
29 Berkeley USD
30 Manhattan Beach/So Bay Consortium
31 CHART BTSA
32 Torrance USD
33 West Covina Consortium

**INDUCTION SUBMISSIONS WINDOW
FOR SEPTEMBER 1, 2003**

Program
1 Escondido UHSD
2 San Diego USDBTSA
3 Placer COE
4 LaMesa-SpringValley
5 Santa Monica-Malibu
6 LAUSD
7 Sequoia Union HSD
8 Hanford Elementary
9 Pleasanton USD
10 CSU Dominguez Hills
11 Buena Park
12 Newport-Mesa USD
13 Triple L/Campbell
14 LAUSD/CSUN/UTLA
15 Paramount USD
16 Montebello USD
17 Pasadena USD
18 CYA/Sacramento
19 Santa Ana USD
20 Redwood City USD
21 Poway USD
22 Madera USD
23 Assoc. of Christian Schools Int'l.
24 San Marcos USD
25 Sweetwater Union

ATTACHMENT E

TITLE II SUMMER WORKSHOP SUMMARY AGENDA



Session I, August 14-15, 2002

Wednesday August 14

General Session

Welcome and Goal Setting

Lawrence Madkins, Vice Chair, California Commission on Teacher Credentialing

SB 2042 State of the State Address

Mary Sandy, Director, Professional Services Division, California Commission on Teacher Credentialing

Questions & Answers

Concurrent Breakout Sessions A

1. *Introduction to Induction Standards*

This session will provide an introduction to the induction standards. Attendees will be given a broad overview as well as an historical perspective on the standards.

2. *Superintendents Session*

Attendees will learn about the value and purpose of induction programs for new teachers, and about the role induction programs will play in preparing new teachers for the professional-level credential. Those attending will learn about the role of administrative leaders in high-quality induction programs and how these programs promote a culture of reflective practice and help districts retain qualified teachers.

3. *Developing Responses to the SB 2042 Standards*

This session covers everything one needs to know about SB 2042 document writing and preparation. This includes organizing a writing team, writing formats and writing tips, selecting and organizing supporting documentation, submission guidelines for written and electronic materials, and critiquing sample standards responses.

4. *Program Models for Teacher Preparation: Advice on Meeting the New Standards*

This session will provide a discussion of the process for submitting documents for approval of Teacher Preparation Programs as experienced by program developers from postsecondary institutions and district internship programs. Those who participated in the Early Adoption process will provide advice on program development and document submission to the Standards Review Panel.

5. *Teaching Performance Assessment Development Update*

This presentation will provide information on the recently completed Teaching Performance Assessment (TPA) Pilot Test as well as the upcoming 2002-2003 Field Test of the California TPA. An overview of four tasks will be given, and participants will have an opportunity to review a sample of a draft task and scoring rubric as well as to learn more about the TPA system.

6. *AB 1059 and Beyond: English Learners and Teacher Preparation in California*

This presentation will present an update on the progress of the AB 1059 panel. Specifically, there will be discussion about the number of approved programs and institutions under AB 1059 (Standard 13), as well as the fall timelines for having all institutions approved. There will also be discussion of the implementation of AB 1059 within the context of SB 2042, including the induction phase for new teacher candidates. The future development of preparation programs for teachers of English learners in bilingual settings will also be discussed. Nomination letters will be made available to those interested in serving on the design team that will study re-aligning both assessments and program standards.

8. *Single Subject Program Standards/California Subject Matter Examinations (CSET™)*

This presentation will include information on the new proposed Single Subject Program Standards for Math, English, Social Science, and Science. Draft standards will be presented and discussed during the session as well as

plans for Commission adoption of the Standards. Also, plans for implementation of the new Subject Matter Programs will be discussed. Single Subject Panels in all four areas have been meeting since March 2001 to develop the new proposed Standards and to identify the Commission-adopted Subject Matter Requirements for each new subject matter area.

This session will also include an update on the California Subject Examinations for Teachers (CSET™), the new testing program being developed as the examination option to the subject matter competence requirement. The testing program will, over the next four years, take the place of the current Single Subject Assessments for Teaching® (SSAT™) and Praxis™ II subject matter examinations. The session will also address test development and administration for the (CSET™), as well as the transition from the old to the new testing program.

9. Induction and Special Education

Representatives of the California Commission On Teacher Credentialing, BTSA, and IHE Special Education programs will discuss collaboration of teacher training programs with local BTSA programs for the Education Specialist Level II credentialing. CLAD for Special Education will also be discussed.

Thursday August 15
Session I, cont.

Concurrent Breakout Sessions B

1. Induction and Teacher Preparation

This session will provide information about existing collaborations between IHE's and BTSA programs: how they got started, their successes, and continuing challenges. There will be an opportunity to ask questions and to work in groups to identify possible steps to take to begin or strengthen your own collaboration.

2. Designs for Induction Programs

This session provides an opportunity to participate in a round table discussion of possible designs for induction programs. There will be a group discussion about the many program decisions that Induction Program Sponsors must make in planning their Induction Program e.g. advising participants; models, selection, and training of support providers; delivery of formative assessment; professional development for beginning teachers; tracking program participation and completion. This session is intended for participants with knowledge of the SB 2040 Induction Program Standards.

3. Developing Responses to the SB 2042 Standards

This session covers everything one needs to know about SB 2042 document writing and preparation. This includes organizing a writing team, writing formats and writing tips, selecting and organizing supporting documentation, submission guidelines for written and electronic materials, and critiquing sample standards responses.

4. Program Models for Teacher Preparation: Advice on Meeting the New Standards

This session will provide a discussion of the process for submitting documents for approval of Teacher Preparation Programs as experienced by program developers from postsecondary institutions and district internship programs. Those who participated in the Early Adoption process will provide advice on program development and document submission to the Standards Review Panel.

5. Teaching Performance Assessment Development Update

This presentation will provide information on the recently completed Teaching Performance Assessment (TPA) Pilot Test as well as the upcoming 2002-2003 Field Test of the California TPA. An overview of four tasks will be given, and participants will have an opportunity to review a sample of a draft task and scoring rubric as well as to learn more about the TPA system.

6. No Child Left Behind: California's Plan in Response to New Federal Title I Requirements

This session will provide an overview of this new federal legislation and its impact on schools and school districts, and of California's plan that was submitted to USDOE in response. Implications for the preparation and ongoing professional development of teachers, including new roles for private schools, will be discussed.

7. Implementing the TPA: Implications for Policies and Practices in Teacher Preparation

This session will examine how including the Teaching Performance Assessment (TPA) in the preliminary credential program will impact institutional assessment practices including data collection and analysis, accreditation documentation, and look at the use of the assessment itself in programs.

8. Single Subject Program Standards/California Subject Matter Examinations (CSET™)

This presentation will include information on the new proposed Single Subject Program Standards for Math, English, Social Science, and Science. Draft standards will be presented and discussed during the session as well as plans for Commission adoption of the Standards. Also, plans for implementation of the new Subject Matter Programs will be discussed. Single Subject Panels in all four areas have been meeting since March 2001 to develop the new proposed Standards and to identify the Commission-adopted Subject Matter Requirements for each new subject matter area.

This session will also include an update on the California Subject Examinations for Teachers (CSET™), the new testing program being developed as the examination option to the subject matter competence requirement. The testing program will, over the next four years, take the place of the current Single Subject Assessments for Teaching® (SSAT™) and Praxis™ II subject matter examinations. The session will also address test development and administration for the (CSET™), as well as the transition from the old to the new testing program.

Concurrent Breakout Sessions C

1. Induction and Special Education

Representatives of the California Commission On Teacher Credentialing, BTSA, and IHE Special Education programs will discuss collaboration of teacher training programs with local BTSA programs for the Education Specialist Level II credentialing. CLAD for Special Education will also be discussed.

2. Teacher Performance Assessment to National Boards

Session Participants will have the opportunity to learn about California's new Teaching Performance Assessment (TPA) system, formative assessment in induction and the National Board for Professional Teaching Standards assessments for teachers. The TPA and the California Formative Assessment and Support System for Teachers (CFASST) are California's state-designed assessment prototypes. The National Board assessments are offered by Educational Testing Service (ETS). The session will focus on the similarities and differences of the three systems and illustrate how each system prepares a teacher.

3. Developing Responses to the SB 2042 Standards

This session covers everything one needs to know about SB 2042 document writing and preparation. This includes organizing a writing team, writing formats and writing tips, selecting and organizing supporting documentation, submission guidelines for written and electronic materials, and critiquing sample standards responses.

4. Program Models for Elementary Subject Matter Programs

Elementary Subject Matter Programs under the new SB 2042 standards must align their content with the California K-12 student academic content standards. Institutions are modifying their curricula and organization to adapt to the new requirements. In this session participants will receive an update on how some institutions have accomplished these tasks and have opportunities to ask questions about that process.

5. Implementing the TPA: Implications for Policies and Practices in Teacher Preparation

This session will examine how including the TPA in the preliminary credential program will impact institutional assessment practices including data collection and analysis, accreditation documentation, and look at the use of the assessment itself in programs.

6. AB 1059 and Beyond: English Learners and Teacher Preparation in California

This presentation will present an update on the progress of the AB 1059 panel. Specifically, there will be discussion about the number of approved programs and institutions under AB 1059 (Standard 13), as well as the fall timelines for having all institutions approved. There will also be discussion of the implementation of AB 1059 within the context of SB 2042, including the induction phase for new teacher candidates. The future development of preparation programs for teachers of English learners in bilingual settings will also be discussed. Nomination letters will be made available to those interested in serving on the design team that will study re-aligning both assessments and program standards.

7. Legislative Update – SB 57

This session will provide specific information on the implementation of SB 57, the early completion pathway to earning a teaching credential in California. Updated information on the status of other Commission-sponsored legislation will also be shared.

8. No Child Left Behind: California's Plan in Response to New Federal Title I Requirements

This session will provide an overview of this new federal legislation and its impact on schools and school districts, and of California's plan that was submitted to USDOE in response. Implications for the preparation and ongoing professional development of teachers, including new roles for private schools, will be discussed.

Introduction of Keynote Speaker

Lawrence Madkins, Vice Chair, California Commission on Teacher Credentialing

Keynote Speaker

“Teacher Quality Matters,” Michael Fullan, Dean, Ontario Institute for Studies in Education, University of Toronto.

Panel of Respondents

Closing and Evaluation



**Update on the Commission's Action Plan for the Reform and
Restructuring of Administrative Services Credentials**

Professional Services Division

November 6-7, 2002

Executive Summary

The Commission is conducting a number of activities related to its efforts to improve school administrator preparation and establish new avenues for obtaining both preliminary and professional clear administrative services credentials. Included in these activities are the development of new standards for professional clear credentials, and revising state regulations regarding services requiring possession of an administrative services credentials. This item provides an update of the various action the Commission is taking to address these critical issues.

Policy(s) Issue to be Considered

Are current activities related to administrator preparation consistent with the Commission's previously stated policy objectives for this work?.

Fiscal Impact Statement

Activities related to administrator preparation are covered under the Commission's base budget.

Recommendation(s)

This is an information item. No Commission action is required, but staff welcomes Commission direction on any of the activities discussed herein.

Update on the Commission's Action Plan for the Reform and Restructuring of Administrative Services Credentials

Professional Services Division

October 22, 2002

Background

The California Commission on Teacher Credentialing is continuing its work to review issues related to school administrator preparation and provide new options for obtaining administrative services credentials. In 2001, the Commission sought and obtained input on administrator preparation issues from a variety of stakeholder groups, including administrators, teachers, university faculty, school board members and other individuals and groups interested in administrator preparation. The Executive Director appointed a task force with expertise in school administration to study existing administrator preparation standards and make recommendations for strengthening administrator preparation. The findings of this task force were presented to the Commission at its November 2001 meeting. Subsequently, the Commission engaged in substantive dialogue with the public regarding the structure of the credential, the content of preparation, and the need for a credential for all administrators.

The Commission acted in March 2002 to establish the following policy objectives for completion of revisions to administrator preparation and licensure:

- Objective 1: Provide greater flexibility to districts in employing individuals for administrative positions at the district level;
- Objective 2: Recast administrator standards, preparation and induction to focus on instructional leadership and success for all students;
- Objective 3: Authorize alternative, accredited, standards-based routes to the credential, including preparation offered by local school districts;
- Objective 4: Ensure licensure portability for administrators prepared in other states;
- Objective 5: Restructure the professional clear credential requirements to focus on mentoring, support and assistance;
- Objective 6: Allow capable, experienced individuals to demonstrate their knowledge skills and abilities, consistent with credential requirements, through a combination of written and performance-based measures.

Staff has undertaken a number of activities to achieve these objectives and has made significant progress in all areas. The remainder of this report provides an update on the Commission's recent and current efforts, and is organized according to each of the six objectives listed above.

Objective 1: Provide greater flexibility to districts in employing individuals for administrative positions at the district level.

At the Commission's March 1, 2002 meeting, the Commissioners acted to provide greater flexibility at the district level by directing staff to pursue revision of Title 5 regulations concerning certification requirements for central office administrators. Based on lengthy policy discussions, the Commission determined that administrative services credentials and the preparation required for obtaining them most appropriately focuses on site-based instructional leadership and school site management rather than the myriad other functions generally performed at the district level. Allowing other qualified individuals to undertake non-instructional duties would allow site administrators to focus more on the management of instructional programs and ensuring students' success. Also, allowing other certificated personnel to undertake some limited management responsibilities would allow for the development of a new cadre of school leaders. Staff drafted proposed amendments to Title 5 regulations that would achieve the desired administrative assignment flexibility and introduced them to the field through coded correspondence in August 2002, and held a public hearing at the Commission's October 2002 meeting. After hearing public input the Commissioners acted to approve the proposed regulations. Staff expects that these changes will take effect in the coming months.

Objective 2: Recast administrator standards, preparation and induction to focus on instructional leadership and success for all students.

The Commission specifically directed staff in March 2002 to use the California Professional Standards for Educational Leaders (CPSEL) as the basis for new standards to govern administrator preparation. Based on national standards developed by the Interstate School Leaders Licensure Consortium (ISLLC), the CPSELs describe the knowledge and skills of effective site administrators and focus specifically on the role of administrators as instructional leaders. In May 2002, the Executive Director appointed a design team of current administrators, other experts in school administration, and other stakeholders to work with staff to develop new standards. Early in its work, the design reviewed the ISLLC and CPSEL standards, and concurred with the Commission that these are appropriate outcome standards for California administrators.

The design team is currently working to develop draft curriculum and field work standards that will ensure that preparation programs produce administrators who can provide the instructional leadership defined by the CPSEL's and ISLLC standards. Staff expects that a set of draft standards for both Tier I and Tier II administrator preparation program standards will be presented for the Commission's initial consideration at the November or December 2002 Commission meeting. Upon Commission approval, staff will distribute the draft standards for review and input by interested stakeholders in the field. Staff will compile field input and work with the design team to revise the draft standards. The new standards will be presented to the Commission for consideration and possible adoption in January or February 2003. Sponsors of administrator preparation programs will then have two years to transition to the new standards. It is possible that new programs will be approved and ready to commence as early as September 2003.

Objective 3: Authorize alternative, accredited, standards-based routes to the credential, including preparation offered by local school districts.

Upon determining that alternative routes to obtaining administrative services credentials would be an appropriate method to bring qualified competent individuals into California's school administration ranks, the Commission sponsored Senate Bill 1655 (Scott) to provide the needed statutory changes to achieve this goal. The bill passed through both houses of the Legislature without a dissenting vote and was signed by Governor Davis on August 15, 2002. Senate Bill 1655 provides the following new options for administrator preparation:

- 1) Establishes an examination option for individuals interested in obtaining a Preliminary Administrative Services Credential. (This new option is discussed more fully under objective six, below.)
- 2) Establishes multiple additional options for completing requirements for the Professional Administrative Services Credential. Included in the new options are passage of a national administrator performance assessment adopted by the Commission, and demonstration of mastery of the Commission's fieldwork performance standards. (This new option is discussed more fully under objective six, below.)

To address the objective of allowing local school districts to prepare administrators, the Commission directed staff to pursue necessary changes to Title 5 regulations to authorize the Commission to accredit programs offered by entities other than colleges and universities if such programs are found to meet all of the Commission's standards for administrator preparation programs. Coded Correspondence regarding this change was distributed to the field in July 2002, and a public hearing was held at the Commission's September 2002 meeting. The Commissioners approved the amended regulation at that time. The new regulation is expected to be effective in the coming months after which time non-university entities can submit proposals to offer administrator preparation programs for review and possible accreditation.

Concurrent with the Commission's efforts to revise administrator preparation, the Legislature passed Assembly Bill 75 (Steinberg) which provides funding for the professional development of current administrators. A section of that legislation states:

The Commission on Teacher Credentialing may approve a program developed pursuant to this article as meeting a portion or all of the requirements to fulfill the standards for a professional clear administrative services credential. (EC§ 44513 (c)).

Staff is working with the design team to develop a set of standards or procedural rules that will govern the use of AB75 for credentialing purposes.

The outcome of these activities is expected to be the following set of alternatives for completion of preparation requirements for California administrative services credentials:

<i>Options for Meeting the Professional Preparation Requirement for Preliminary Administrative Services Credentials</i>	<i>Options for Meeting the Professional Preparation Requirement for Professional Clear Administrative Services Credentials</i>
<ul style="list-style-type: none"> • University based coursework program • University sponsored internship • Program offered by an alternative (non-university) provider • Passage of Commission-adopted examination 	<ul style="list-style-type: none"> • University based preparation program • Program offered by an alternative (non-university) provider • Passage of Commission-adopted examination • Completion of AB75 training • Demonstrated mastery of fieldwork performance standards
<p>All candidates will also be required to:</p> <ul style="list-style-type: none"> • Possess a bachelor’s degree from a regionally-accredited institution • Possess a prerequisite teaching or services credential • Verify three years teaching or services experience • Meet California’s basic skills and character and identification clearance requirements 	<p>All candidates will also be required to document that they received support and mentoring meeting the Commission’s guidelines.</p>

Objective 4: Ensure licensure portability for administrators prepared in other states.

California has for many years issued preliminary administrative credentials to licensed administrators from other states who met all requirements for California preliminary administrative services credentials. Still, individuals with successful administrative experience in other states were required to complete Tier II requirements in order to be eligible for a professional clear administrative services credential. The Commission was concerned that this requirement served as an unnecessary barrier to experienced out-of-state administrators seeking employment in California schools. To address this concern the Commission sponsored Assembly Bill 877 (O’Connell) which included a number of provisions aimed at reducing barriers faced by both teachers and administrators prepared in other states who are interested in serving in California. One of the provisions of AB 877 is to issue a professional administrative services credential to administrators prepared outside of California who are able to verify successful prior administrative experience and/or completed a professional development program that included intensive mentoring, support and assistance. As a result of this legislation all administrators prepared in other states are eligible for a California administrative services credential at the appropriate level based on their prior administrative experience. Current reform efforts are being undertaken in a manner that will preserve this flexibility.

Objective 5: Restructure the professional clear credential requirements to focus on mentoring, support and assistance.

As stated under Objective 3, candidates will have a variety of options to meet advanced preparation requirements for professional clear administrative services credentials. Regardless of the option selected, each candidate will also complete a support and mentoring component as part of their Tier II experience. In reviewing input received by current administrators and other stakeholders through a variety of methods, staff found the greatest number of comments referred to the need for new administrators to receive direct support and mentoring during their first years of practice. To address this need, the design team plans to include guidelines concerning appropriate forms of support and guidance for new administrators. Staff plans to recommend to the Commission a requirement for administrators to include documentation that they received support and mentoring meeting the Commission's guidelines, verified by both the administrator and the employer, when applying for their professional clear credential. Establishing a support and mentoring requirement separate from the advanced preparation requirement will ensure that proper attention will be paid to this critical aspect of an administrator's early professional development.

Objective 6: Allow capable, experienced individuals to demonstrate their knowledge skills and abilities, consistent with credential requirements, through a combination of written and performance-based measures

As a result of the passage of AB 1655, the Commission now has the authority to select and adopt an examination aligned with state administrator preparation standards for the preliminary administrative services credential. Candidates for the preliminary credential will be able to substitute passage of this examination for completion of a formal administrator preparation program. These individuals will still be required to possess an appropriate prerequisite teaching or services credential, verify three years of school experience and meet the state's basic skills and character and identification clearance requirements in order to qualify for the credential.

In early October, Educational Testing Service, Inc. (ETS) conducted a standard-setting study in California on the School Leaders Licensure Assessment (SLLA). This test is designed to assess an administrator's knowledge and skill on the ISLLC standards, which are essentially the same as the CPSEL standards, at the point of *entry* into the profession. A group of approximately 20 individuals, representing current site administrators (the majority), stakeholder groups and college or university faculty, spent the day with ETS working over every question in the assessment and identifying a passing score that seemed appropriate for entry level administrators. A full report on the standard setting study will be presented to the Commission in December with a recommendation to adopt the SLLA and set a passing standard for the preliminary credential. The examination will be offered for the first time in California in January, 2003.

The passage of AB 1655 also established the Commission's authority to select and adopt a performance assessment to serve as an additional option for current administrators to

meet advanced preparation requirements for a Professional Administrative Services Credential. ETS has also developed, under the Council of Chief State School Officers, a portfolio assessment that is being evaluated for this purpose. A standard setting study will be scheduled in the coming months and a recommendation to the Commission regarding this instrument will follow.

Summary

In summary, through legislation, Title 5 regulation revisions and standards development, the Commission has made substantial progress on its March 2002 action plan. The design team will be meeting on October 25, and staff will provide an update and infolder item at the November Commission meeting.

Timeline for Completion of Activities Related to the Reform and Restructuring of Administrative Services Credentials

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
<p><u>Objective 1:</u> Provide greater flexibility to districts in employing individuals for administrative positions at the district level. Task: Complete Title 5 Regulation Change</p>				X		
<p><u>Objective 2:</u> Recast administrator standards, preparation and induction to focus on instructional leadership and success for all students. Task 1: Complete the development of draft standards Task 2: Conduct field review of draft standards Task 3: Revise and adopt new standards</p>		X	X	X	X	
<p><u>Objective 3:</u> Authorize alternative, accredited, standards-based routes to the credential, including preparation offered by school districts. Task 1: Complete Title 5 regulations to allow non-university based preparation programs. Task 2: Ensure quality and equivalence in alternative pathways through new standards.</p>				X	X	
<p><u>Objective 4:</u> Ensure licensure portability for administrators prepared in other states</p>	Completed					
<p><u>Objective 5:</u> Restructure professional clear credential requirements to focus on mentoring, support and assistance. Task 1: Establish guidelines for mentoring support and assistance in new administrator preparation standards. Task 2: Create process for documenting that mentoring, support and assistance were provided to the administrator</p>				X		
<p><u>Objective 6:</u> Allow capable, experienced individuals to demonstrate their knowledge, skills and abilities, consistent with credential requirements, through a combination of written and performance based measures. Task 1: Adopt examination for preliminary credential candidates. Task 2: Set appropriate passing standard for the examination Task 3: Adopt assessment for professional credential candidates. Task 4: Set appropriate passing standard for the assessment.</p>			X X	X X		

BACKGROUND

As previously scheduled on the Commission's quarterly agenda calendar, staff is presenting the Commission's actual revenue and expenditure data for the fourth quarter of Fiscal Year (FY) 2001-02.

SUMMARY

The Commission's revenue and expenditure balances are as of June 30, 2002. The following comments provide explanations for certain key points:

Chart 1 – Revenues

- All revenue percentages were calculated as a ratio of the actual revenue collected compared to the amounts projected in Spring 2001.
- The revenue received and deposited in the Teacher Credentials Fund (0407) for FY 2001-02 is aligned with the Spring 2001 projection.
- Revenues collected and deposited in the Test Development and Administration Account (0408) include all funds received as of June 30, 2001.

Chart 2 - Expenditures

- "Personal Services" costs expended are in comparison with the budgeted amounts.
- The total "Operating Expenses and Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to spend at a future date).

The charts referenced above will be provided as in-folder items.

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

Proposed Additions to California Code of Regulations, Title 5 Sections 80473 and 80473.1, Pertaining to Allowance of a Grace Period for Credential Candidates to Complete Requirements

October 22, 2002

Summary

This agenda item is proposing additions to the California Code of Regulations, Title 5, which establishes a grace period, as defined by Assembly Bill 1307, when no new requirements will be added to credential candidates enrolled in commission-accredited multiple and single subject credential programs. The proposed regulation additions also provide for credential candidates to take modified credential preparation course work if completing the modified course work does not result in a barrier to completion of the preparation.

Fiscal impact

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

Recommendation

Staff recommends that the Commission approve the proposed additions to the California Code of Regulations, Title 5 Section 80473 and 80473.1 as defined in Assembly Bill 1307, pertaining to allowance of a grace period for credential candidates for purposes of beginning the rulemaking files for submission to the Office of Administrative law and scheduling a public hearing.

Background

On October 5, 2001 Governor Davis signed AB 1307 (Goldberg) (Statutes of 2001, Chapter 565), adding section 44252.1 to the Education Code. This bill, which became effective January 1, 2002, allows a grace period for candidates currently enrolled in a credential preparation program to complete requirements that were in place when they entered the program. The addition of Education Code section 44252.1 aligns with current Commission practice to allow credential candidates sufficient time to complete programs in which they originally enrolled. AB 1307 requires the Commission to adopt regulations to implement this bill. The Commission released Coded Correspondence 02-0005 on April 29, 2002, which outlined the Commission's initial implementation of the statute. This agenda item proposes to place that implementation process into Title 5 Regulations.

The Commission establishes procedures and timelines for credential programs to adopt new program designs and courses as new standards or statutes are introduced. Historically, the time-lime for the introduction of new standards for programs is two years the same as the legislation. Programs are given a "phase in and phase out" period in which candidates enrolled in the old program are given time to complete their program under the old requirements and new enrollees are brought into the new program. Individuals who are on a slower completion track are often placed on a "lock list" and are given more time for program completion within a detailed time frame. The adoption of the 2042 implementation timeline took into consideration the timeline established by Education Code Section 44252.1 and is fully compliant with these proposed regulations.

Proposed Additions To Title 5 Regulations

§80473. Allowance of Grace Period to Complete Requirements: Definitions & Terms

(a) For the purpose of this section, a commission-accredited multiple and single subject credential program includes, internship program as defined in Education Code Article 7.5 Sections 44325-44328, professional preparation program as defined in Education Code Article 3 Sections 44450-44468, a professional preparation program as defined in Education Code Article 7 Sections 44320-44324 and integrated program of professional preparation as defined in Education Code Section 44259.

(b) “Enrolled” refers to an individual who, on or after January 1, 2002, continuously participates in and is working toward completing the requirements for a program that meets the minimum requirements for a California preliminary multiple or single subject teaching credential.

(c) “Continuously Enrolled” refers to an individual who has begun a teacher preparation program and does not have a break in that program that exceeds a period of 18 months.

(d) “New or Amended Requirements” refers to requirements added by statutes, regulations and commission standards.

§80473.1 Allowance of Grace Period to Complete Requirements

(a) A credential candidate enrolled in a commission-accredited preparation program shall have not less than twenty-four months after enrollment to complete the program, during which time new or amended requirements shall not apply to that candidate.

(b) A credential candidate may extend up to twelve months in addition to the time specified pursuant to subsection (a) to complete a credential program without additional requirements, if the candidate can demonstrate extenuating circumstances, including but limited to personal or family illness, bereavement or financial hardship and develops a plan to complete the credential program in consultation with the program provider.

(c) Candidates completing integrated programs of professional preparation:

(1) A candidate continuously enrolled in an integrated program of professional preparation on or after January 1, 2002 shall not be held to any new requirements, as long as they do not change the type of credential or program they are pursuing.

(2) A candidate continuously enrolled in an integrated program of professional preparation and has completed all requirements necessary to begin student teaching is eligible to receive an extension of twelve months when necessary to complete the outstanding requirements that were in place when the candidate enrolled in the program. Further, the candidate shall not be held responsible for any new requirements added once student teaching has begun.

(3) This subsection will sunset on January 1, 2006.

(d) Modifications to credentialing examinations made as a result of a validity study or a passing standard study shall not be considered a new requirement.

(e) If required coursework not yet taken by the candidate is modified, the candidate shall take the modified coursework, unless it is not readily available, would result in an increased cost to the candidate or would delay the completion of the program.

(f) Once a candidate has received a preliminary teaching credential pursuant to Education Code Section 44259 and is employed as the teacher of record in a California public school, he or she will not be held to any new requirements for completing the induction phase, which is required to obtain the professional clear pursuant to Education Code Section 44279.4.

(g) The Commission shall maintain a list of candidates who are allowed an extended time period under this section. This list shall include the projected date of program completion for each candidate.

Note: Authority cited section 44225(d) and 44252.1, Education Code. Referenced: Sections 44320, 44325, 44450, 44259, 44259.1 and 44279.4 Education Code.