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2003

## CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

### MINUTES OF THE COMMISSION MEETING

December 4-5, 2002

Commission Offices, 1900 Capitol Avenue, Sacramento

#### COMMISSION MEMBERS

Kristen Beckner, Teacher  
Alan Bersin, Administrator, Chairman  
(*absent Wednesday, December 4, 2002*)  
Chellyn Boquiren, Teacher  
(*absent Thursday, December 5, 2002*)  
Margaret Fortune, Public Representative  
Beth Hauk, Teacher  
Elaine C. Johnson, Public Representative  
Carol Katzman, Public Representative  
Stephen Lilly, Faculty Member  
Lawrence Madkins, Jr., Teacher, Vice Chairman  
Alberto Vaca, Teacher  
Marilyn Whirry, Designee, Office of the Superintendent of Public Instruction

#### COMMISSION MEMBERS ABSENT

Nadia Maria Davis, School Board Member

#### EX-OFFICIO REPRESENTATIVES

Carol Bartell, Association of Independent Colleges and Universities  
Joyce Justus, Regents, University of California  
Bill Wilson, California State University

#### COMMISSION STAFF

Sam Swofford, Executive Director  
Mary Armstrong, General Counsel, Director, Professional Practices Division  
Linda Bond, Director, Office of Governmental Relations  
Joe Gee, Director, Information Technology and Support Management Division  
Mary Butera, Director, Office of Human Resources  
Dale Janssen, Director, Certification, Assignments and Waivers Division  
Mary Vixie Sandy, Director, Professional Services Division  
Janet Vining, Staff Counsel, Professional Practices Division  
Lee Pope, Staff Counsel, Professional Practices Division  
Kimberly Hunter, Staff Counsel, Professional Practices Division  
Larry Birch, Administrator, Professional Services Division  
Elizabeth Graybill, Administrator, Professional Services Division  
Amy Jackson, Administrator, Professional Services Division  
Margaret Olebe, Administrator, Professional Services Division  
Nicole Amador, Consultant, Professional Services Division  
Joe Dear, Consultant, Professional Services Division  
Marilynn Fairgood, Consultant, Professional Services Division  
Philip Fitch, Consultant, Professional Services Division  
Helen Hawley, Consultant, Professional Services Division  
Cheryl Hickey, Consultant, Professional Services Division  
Phyllis Jacobson, Consultant, Professional Services Division  
Betsy Kean, Consultant, Professional Services Division

Michael McKibbin, Consultant, Professional Services Division  
Rod Santiago, Consultant, Professional Services Division  
Marjorie Suckow, Consultant, Professional Services Division  
Suzanne Tyson, Consultant, Professional Services Division  
Jan Jones Wadsworth, Consultant, Professional Services Division  
James Alford, Assistant Consultant, Professional Services Division  
Mark McLean, Assistant Consultant, Professional Services Division  
Nadine Noelting, Assistant Consultant, Professional Services Division  
Diane Tanaka, Assistant Consultant, Professional Services Division  
Yvonne Novelli, Program Analyst, Professional Services Division  
Marilyn Errett, Consultant, Office of Governmental Relations  
Leyne Milstein, Consultant, Office of Governmental Relations  
Dan Gonzales, Legislative Liaison, Office of Governmental Relations  
Anne Padilla, Consultant, Office of Governmental Relations  
Crista Hill, Manager, Information Technology and Support Management Division  
Terri Fesperman, Assistant Consultant, Certification Division  
Susan Browning, Manager, Certification Division  
Stephen Burke, Research Analyst, Certification Division  
Kathleen Beasley, Proceedings Document Recorder

*Wednesday, December 4, 2002*

#### **GENERAL SESSION**

The general session was called to order by Vice Chairman Madkins. Roll was taken.

#### **REPORT OF CLOSED SESSION ITEMS**

##### **Petitions for Reinstatement or For Reduction of Penalty**

The Commission denied the following Petitions for Reinstatement:

1. Jeffrey Verschell
2. Doyle Wheat

*Thursday, December 5, 2002*

#### **GENERAL SESSION**

The general session was called to order by Chairman Bersin. Roll was taken. The Commission and audience joined in the Pledge of Allegiance.

#### **APPROVAL OF THE NOVEMBER 2002 COMMISSION MINUTES**

A motion to approve the November 2002 Commission minutes was made (Madkins), seconded (Vaca) and carried without dissent.

#### **APPROVAL OF THE DECEMBER 2002 AGENDA**

A motion to approve the agenda for the December 2002 meeting with in-folder items (pertaining to Pub-1, C&CA-1 and Prep. 4) was made (Vaca), seconded (Johnson) and carried without dissent.

#### **APPROVAL OF THE DECEMBER 2002 CONSENT CALENDAR**

A motion to approve the December 2002 Consent Calendar was made (Fortune), seconded (Katzman) and carried without dissent.

#### **RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS**

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **BENNETT, Jacqueline** Long Beach, CA

Ms. Bennett is the subject of **public reproval** for misconduct pursuant to Education Code section 44421.

2. **BOZIC, David A.** San Diego, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

3. **DESMARAIS, Sallyann** Laguna Woods, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

4. **DREW, Mary A.** Healdsburg, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

5. **GALLAGHER, John M.** Los Angeles, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

6. **JONES, Carl A.** Bakersfield, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

7. **KELLY, James M.** Simi Valley, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** for misconduct pursuant to Education Code section 44421.

8. **REEVES, Bethany S.** Hesperia, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

9. **WORRELL, Stephen A.** Los Angeles, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

10. **YANG, Cheng S.** Fresno, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

#### **PRIVATE ADMONITIONS**

**Pursuant to Education Code section 44438, the Committee of Credentials recommends three (3) private admonitions for the Commission's approval.**

#### **PROPOSED DECISIONS**

11. **LEVY, Shalom B.** Beverly Hills, CA

The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission, is adopted.

#### **REQUESTS FOR REVOCATION**

The Commission may revoke credentials upon the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

12. **CALECA, John E.** Los Gatos, CA

Upon his written request and while allegations of misconduct were pending, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** pursuant to Education Code section 44423. This does not constitute consent for purposes of Education Code section 44440(b).

#### **DIVISION OF PROFESSIONAL PRACTICES**

##### **MANDATORY ACTIONS**

All certification documents held by the following individuals are mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

13. **ABHYANKAR, Jason A.** Huntington Beach, CA

14. **ARCHER, David E.** Santa Barbara, CA

15. **BIGGS-LYNCH, Maria T.** Campbell, CA

16. **HUYNH, Andrew D.** Corona, CA

17. **JACKSON, Phillip J.** Shingletown, CA

18. **SANDERS, Raymond S.** Citrus Heights, CA

19. **St. ONGE, Kari L.** Atwater, CA

#### **AUTOMATIC SUSPENSIONS**

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

20. **ARCE, Jason L.** Los Angeles, CA

21. **BELL, Robert H.** Santa Clara, CA

22. **DRURY, Alvin D.** Fairfield, CA

#### **NO CONTEST SUSPENSIONS**

All credentials held by the following individuals were suspended, pursuant to Education Code section 44424 or 44425, because a plea of no contest was entered to an offense specified in the above sections of the Education Code. The credentials will remain suspended until final disposition by the Commission.

23. **BALDWIN, Daniel J.** Rialto, CA

#### **DENIAL OF CREDENTIAL WAIVER REQUESTS**

The Appeals and Waivers Committee having reviewed these waiver requests has recommended they be denied. The employing districts have not asked for reconsideration of the Committee's decisions.

1. Shawn E. Kenyon/Spectrum Center (NPS)
2. Patricia A. Siehl/Cabrillo Unified School District
3. Ethel Molina/Sequoia Union High School District
4. Megan A. Lee/Oak Grove Elementary School District
5. Laura J. Earley/Booth High School (NPS)
6. Melissa A. Phillips/Gustine Unified School District
7. Odetta N. Walters/San Pedro Academy (NPS)
8. Cindy M. Luna/Merced County
9. Mary Lee/San Jose Unified School District
10. Soren R. Murphy/Alameda County
11. Wendy Watts/La Canada Unified School District
12. Wendy Watts/La Canada Unified School District
13. Michael J. Grace/Plumas Unified School District
14. Arlene R. Dominguez/San Jose Unified School District

#### **VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL**

The service rendered by the following person is approved pursuant to the provisions of Education Code Section 45036.

##### **Name School District County Period of Service**

Sarah Pryor Winship Elementary School Sutter 7/01/01 - 7/01/02

#### **ANNUAL CALENDAR OF EVENTS**

The annual calendar of events was provided as an information item.

#### **CHAIR'S REPORT**

Chairman Bersin noted that the election of new Commission officers will take place near the end of the meeting and offered his perspective on his time as chairman during the past two years. He said it has been his privilege and honor to serve as chairman for such a distinguished group of professionals. With budget cuts threatening the progress that has been made in education reform, it is a good time to acknowledge that the Commission has done an extraordinary job of focusing on student achievement and moving the system to standards-based accountability. He said he is proud of the Commission's insistence on providing support for teachers and improving instruction through quality teacher preparation because teachers are the critical path to improvements - particularly for poor children. He attributed the progress the Commission has been able to make to the quality of guidance from the Commissioners, the magnificent work of an excellent staff and the leadership provided by Dr. Swofford. He thanked Commissioners for giving him an opportunity to engage in a model of civility and focus on work. He thanked members of the public who regularly attend the meetings and provide their input. Working together, he said, the Commission and the stakeholders have created a model for the way public business ought to be conducted.

#### **EXECUTIVE DIRECTOR'S REPORT**

Dr. Swofford noted that David Leveille has retired from the California Postsecondary Education Commission (CPEC). Dr. Leveille served on the Commission as an Ex-Officio Representative for CPEC. Dr. Swofford expressed appreciation for his distinguished service and contributions to developing and implementing good public policy for educators and students. He also wished him a healthy and happy retirement.

Dr. Swofford introduced Marty Brashear, who has joined the Executive Office staff as an office assistant. Before joining the Executive Office, she worked for the Commission in the Certification and Waiver Division. Prior to that, she worked for United Christian Centers, Lincoln Training Center, as the program coordinator of their Academic Career Enhancement Program.

Dr. Swofford also took a moment to thank Chairman Bersin for his leadership, saying that it has been an honor for the staff to work with him. He said Chairman Bersin's strong advocacy for the work of the Commission and support for staff have made a difference in the lives of educators in the field and students.

## **REPORT ON STATE BOARD OF EDUCATION MEETING**

A summary of items from the State Board of Education's November meeting was provided for information only. This included a report on the progress of major sub-group categories on the STAR tests, which noted that racial sub-groups have improved dramatically in math and reading, even though black and Latino students continue to score below national standards. The State Board also approved a new training provider for the AB 466 math and reading professional development program; approved five more applications for principal training funding; and heard about the monitoring process for No Child Left Behind supplemental education service providers.

## **CREDENTIALING AND CERTIFICATED ASSIGNMENTS COMMITTEE OF THE WHOLE**

Commissioner Fortune convened the Credentialing and Certificated Assignments Committee of the Whole.

Linda Bond, Director, Office of Governmental Relations, began a presentation about a proposal to expand the availability of intern and pre-intern certificates. It was interrupted by the arrival of State Superintendent of Instruction Delaine Eastin, who has termed out of office and will be replaced in January by the new State Superintendent of Public Instruction, Jack O'Connell. Chairman Bersin welcomed Ms. Eastin and said that the Commission would take a break from the agenda to allow Commissioners to pay tribute to the role she has played in leading education reform. Chairman Bersin began the remarks, lauding Ms. Eastin for her clear point of view, her courage to express that point of view and her determination to see it through to the end. He said her service to the state has been monumental and her willingness to engage with the Commission on the critical issues facing education will stand the test of time. He thanked her for her contributions to the education of all children.

Commissioner Katzman talked about the accomplishments Ms. Eastin has made during her tenure. She reminded the audience that from the first days of her administration, Superintendent Eastin chose to focus on standards and accountability, which have been key in the gains made in student achievement.

Designee Whirry related an analogy about Dante and Virgil from the Divine Comedy, with the light that is shining behind Virgil representing truth and knowledge. She said Ms. Eastin has been her Virgil, as well as a Virgil for many people who admire her depth of understanding about children and education. She said that Ms. Eastin has taught her a great deal and thanked her for the opportunity to represent Ms. Eastin on the Commission.

Commissioner Johnson thanked Ms. Eastin for all of her work over the past eight years and wished her luck. Commissioner Hauk said that she has seen a great deal of difference in education during Ms. Eastin's tenure and thanked her on behalf of the children of California. Ex-Officio Representative Wilson said California State University will always be grateful for her leadership and wished her luck.

Commissioner Lilly said that education in California is fundamentally different because of what has happened in the past eight years. He said he knows his children are better off because Ms. Eastin has been in the role of Superintendent. Ex-Officio Representative Justus said she has always appreciated Ms. Eastin's direct, no-nonsense, get-the-job-done approach. She thanked her for being there on the difficult votes at the Board of Regents.

Commissioner Beckner said Ms. Eastin has made a huge difference in the state and in the lives of children. She thanked her for her passion and her knowledge and the changes she has made in the education system. Vice Chairman Madkins said he has admired Ms. Eastin since meeting her when his school became a Distinguished School. He said that she understood that California was going through a sea change better than anyone else.

Chairman Bersin presented a pin and card to Ms. Eastin as a token of the Commission's esteem.

Ms. Eastin thanked everyone for their kind words. She said that when she arrived on the scene eight years ago, the state had no standards, no assessments, the largest class sizes in the country and the fewest textbooks. Because there was pent-up energy in the people of the state to change education, she feels she came along at a propitious time. She thanked the Commission for the valuable and effective work that it has done; the Commissioners for being people who stand up for kids; and the staff for caring passionately about what they are doing. She said she is humbled and overwhelmed by the generous comments and thanked the Commissioners for their friendship and the work that they do.

Chairman Bersin asked Commissioner Fortune to reconvene the Credentialing and Certificated Assignments Committee of the Whole and asked Linda Bond to begin her presentation at the beginning.

## **CREDENTIALING AND CERTIFICATED ASSIGNMENTS COMMITTEE OF THE WHOLE**

Commissioner Fortune convened the Credentialing and Certificated Assignments Committee of the Whole.

### **C&CA-1: Proposal to Expand Availability of Intern and Pre-Intern Certificates**

Ms. Bond said that this is one of numerous items expected to come before the Commission relating to the federal No Child Left Behind (NCLB) Act. As Chairman Bersin has said, this is one of the most important pieces of education legislation ever to be enacted. The promise of the Act is that every child across the country will be provided with access to a high-quality education, including having a teacher who is highly qualified - and that's a promise that dovetails very well with the work that the Commission has been doing for years.

Ms. Bond reminded the Commission that the State Board of Education is charged with determining how Title 1 grants are implemented and with many other activities, including defining "highly qualified teacher" under the Act. The federal government only last week issued the regulations and Commission staff are now reviewing them with the State Board. The Board has been engaging in discussions about the issues and is expected to begin to take action as early as January on the issue of what constitutes a highly qualified teacher.

Ms. Bond said this item is in the spirit of helping with NCLB. She said the original item mailed with the agenda has been removed because of misunderstandings that became evident when people in the field reviewed it. Instead, the Commission is being asked to review a rewritten proposal

that provides additional options.

She explained that, predating the NCLB, the Commission staff had been working on a proposal to address the practice of issuing emergency permits to persons who are fully credentialed under California law but pursuing a second credential. These individuals may be teachers who have credentials in regular education who are teaching in special education, or people who have met subject matter requirements and have been admitted as interns and put on emergency permits or waivers before they start teaching.

Now that the regulations have been issued, there is an understanding of what the federal law says is highly qualified: someone who has a bachelor's degree, in California has passed CBEST, has met subject matter requirements - and who is participating in an internship program or alternative certification program as specified in the federal law. Ms. Bond emphasized that under the federal regulations, this means that a person who has received preservice preparation and is receiving professional development, support and supervision, and who holds a bachelors degree and has met subject matter requirements.

Ms. Bond said the goal of the proposed item is to reconcile the issuance of Commission documents with the "skill set" required by the federal law. She said what is needed is a system that is clear, honest and defensible in response to the federal law.

The staff recommendation is that the Commission issue an intern document to all candidates who meet the specified requirements, regardless of the type of preparation program they are enrolled in. The intern document would distinguish between people in a state-accredited program and those in alternative programs so that the programs can be tracked separately.

Ms. Bond said it is anticipated that individuals on waivers, emergency permits and pre-intern permits will not be deemed highly qualified under the USDOE regulations. She noted that under NCLB, the relationship that is important is between the federal government and the school districts. The school districts are accountable to the federal government for hiring highly qualified personnel and meeting the law to continue receiving funding. The Commission is not an intermediary in the process.

The challenge school districts face is that the law requires that any individuals hired after the first day of the 2002 school year may not be placed in a Title 1 class unless they are highly qualified - or the school district risks losing Title 1 funding. Similarly, districts may employ less than highly qualified teachers in regular classes after 2006. Ms. Bond said some districts already have taken steps to meet the federal provisions, either by hiring only credentialed teachers or moving people into internship programs. Others, however, have not been able to make these types of changes and still have pre-interns and emergency permit holders.

Ms. Bond said the difficulty is that districts have worked hard to ratchet up alternative routes and move people through a pipeline. No one wants to see districts forced to use 30-day substitutes as the only alternative. Therefore, staff suggests that even though current law requires the Commission to issue emergency permits and pre-intern documents, it is critical that districts understand that the Commission is not saying that such people are highly qualified under NCLB.

Ms. Bond said the staff has checked with federal officials and no district is expected to lose funding immediately. If a district has made every effort and still has pre-interns in classrooms, the federal government is expected to step in with technical assistance rather than cutting off funds. So if a district is forced to use pre-interns and is declared out of compliance, then technical assistance will be forthcoming.

She said districts may have to explore the concept of bringing people in, giving them salaries as paraprofessionals or stipends, and then giving them training before putting them in the classrooms as interns. The pipeline would still exist, but the district could not have them teaching classes until they reached internship status.

Commissioner Fortune invited public comment. The following people spoke:

**Don Kairott**, liaison from the Department of Education, thanked the Commission staff for bringing the proposal to the table. He said that in many ways, complying with NCLB is like trying to build an airplane while flying it. It is a very difficult and challenging process, but the department is in daily discussions with the federal government. He said what staff is proposing is a bold, substantive step toward bringing the state to a place where all children can have a teacher that meets the requirements of NCLB

**Alesia Mayfield**, Inglewood Unified School District, said the pre-intern program is working well in the district. In the past three years, emergency permits have been reduced from 45 percent of teachers to 36 percent. However, if schools are forced to do without pre-interns and emergency permits, then there is a problem because they will not be able to find enough credentialed teachers. If the only alternative is 30-day substitutes, that seems less effective. She said she hopes the pre-intern program can continue.

Vice Chairman Madkins said he did not understand why a district would want to keep pre-interns if that is not in compliance with NCLB, in contrast with embracing a program that could bring them into compliance. Ms. Mayfield said she doesn't know that the current program is out of compliance; the alternative certification program is compliant, particularly for those hired before July 1. She said her objection is structuring a program so teachers have to be prepared in subject matter before being made a teacher of record for a classroom. She said that is a major problem because there are not enough teachers, even when the district makes its best efforts to hire qualified people.

**Patrice Sewell**, Compton Unified School District, Director of Personnel, said her district has 31,000 students, 97 percent who qualify for Title 1. Of 1,150 teachers, only 45 percent are credentialed; 500 have not yet met their subject matter requirements; 70 percent of those are in the pre-internship program and are making progress. She said they have made a tremendous effort to move teachers from emergency permits to pre-intern programs.

The district has made a valiant effort to hire credentialed teachers, but they do not want to teach in a district with such challenging conditions. She said it would cost too much money to bring in people and train them before putting them in the classroom because the district would be, in essence, paying a double salary for each classroom. She said it is important to retain the pre-intern pipeline because it gives the district a chance to grow its own teachers.

**Marzella Brown**, Inglewood Unified School District, Pre-intern District Leader, said the pre-intern program is better than having people on emergency permits because of the level of support that is provided to teachers. She said the district has made entrance into the pre-intern program a requirement for being hired and the district takes a lot of effort to make sure the teachers are working on their subject matter requirements. She said a lot of the pre-intern teachers have expressed how much they have gotten out of the program and its coaching, and that administrators are very supportive of the teachers in the program.

The public testimony ended and Commissioner Fortune asked for Commissioner comments. Commissioner Lilly asked Ms. Bond to comment on the staff development portion of the internship. Ms. Bond replied that the concept is that a person will not only be enrolled in a Commission accredited preparation program but also will be receiving support supervision and assistance from a school district. Preparation, support and supervision are, therefore, brought together in a way that complies with the federal law.

Commissioner Lilly said it appears to him that the place to argue about whether pre-interns should be classified as highly qualified is at the State Board of Education since the decision will be theirs. But, he added, if he were testifying to the Board on the issue, he would argue that they are not highly qualified because they don't have the subject matter knowledge. He said that when a district has 55 percent of the teachers who are not subject-matter qualified, that is a crisis - and continuing the pre-intern program is not the answer to the crisis. Dramatic steps need to be taken, but they are not steps that are within the purview of the Commission.

Commissioner Fortune asked for a point of clarification. She said it is becoming increasingly prevalent that people enroll in teacher preparation programs but don't have support from a district. They then take up employment on an emergency permit. She said her concern is that the expansion of the intern credential to include that category of people institutionalizes the practice, thus becoming a permanent solution for a transitional problem.

Ms. Bond replied that part of the proposal involves coming back to the Commission with a new standard for institutions of higher education that will require them to work with the district to ensure there is support and supervision, and that it is achieved by the university and the district working together.

Vice Chairman Madkins said he is concerned about the time overload if a person is teaching a full load in the intern program, getting support and supervision, and going to university classes. He said it is critical to look closely at what the enrollment requirement of the program should be so that people are not overloaded.

Ms. Bond agreed that it is an important consideration. She said data from the Center for the Future of Teaching and Learning shows well over 70 percent of the people in conventional preparation programs are now teachers of record as well, a huge cultural shift. She said she understands the fear expressed by the public speakers, but that it is important to give them more options that are in the spirit of alignment with NCLB - and that's what the proposal does.

Mary Vixie Sandy, Director, Professional Services, said California is leading the nation in terms of alternative certification programs. It is important to find a way of complying with NCLB without undermining the progress that has been made with alternative certification programs. The strength of the proposal is that the internship document will require a district to provide support in addition to enrollment in a higher-education program or district program. The current condition is that many preparation programs are seeing students take a smorgasbord of courses because they can't fit the classes into a rational schedule around their teaching load. It is important to make sure that these people have appropriate guidance and support.

Ex-Officio Representative Bartell said intern program requirements ought to be reviewed to see if they are too restrictive. She said sometimes it is difficult to move students from emergency permits to intern programs because they cannot comply with the intern program requirements. She said her own daughter is pursuing a credential for which there is no internship program.

Ex-Officio Representative Wilson asked if an analysis has been done to determine how many pre-interns and emergency permit holders are enrolled in a teacher preparation program. Dale Janssen, Director, Certification, Assignments and Waivers Division, said those who have emergency permits have to be working on education courses; for pre-interns it is not a requirement because they are working on subject matter.

Ex-Officio Representative Wilson said he believes there are hundreds of teachers on emergency permits who are enrolled in preparation programs and simply completing units here and there. He said that what he has learned in the evaluation of the CSU programs is that those who value preparation the most are those who have gone through subject matter programs, rather than subject matter waivers, and the ones who have gone through student teaching programs, because of the site-based teacher support. He said that is the component missing from the intern program and the emergency program. He said it is important for the university and district to work together to see that supervision occurs.

Commissioner Johnson commented on the definition of "highly qualified," noting that she prefers Ex-Officio Wilson's "fully qualified" label to describe someone who has not only a credential but also experience. She said the Commission has never lost sight of the goal of having fully qualified teachers for students. Her second point is that NCLB seems to be headed toward accomplishing what other efforts have not been able to do: have fully qualified teachers in the neediest schools. Her third point is that it is important to find creative ways to drive toward the goal of having fully qualified teachers in the classrooms with the neediest students. That includes bringing nationally certified teachers to those classrooms, capitalizing on existing partnerships between districts and universities and looking carefully at the assignment and transfer sections of bargaining agreements.

A motion to 1) adopt the staff recommendation that intern documents be made available to all candidates who meet specified requirements regardless of the type of preparation program they are enrolled in and 2) direct staff to encourage school districts to develop options for bringing the pre-intern program into compliance with NCLB was made (Lilly) and seconded (Madkins).

Commissioner Fortune reiterated that the level of support needs to be such that it meets the federal standard. She said she is concerned about creating options before the federal government has approved California's definition of highly qualified. She does not want to see this option as a permanent institutionalized credential rather than as a transitional means. She asked if her stipulations could complement the motion.

Ex-Officio Representative Wilson said he is comfortable with her comments. He feels it is important to specify on-site supervision. Commissioner Lilly, who made the motion, said he is comfortable with Commissioner Fortune's comments except for the last one. He said he doesn't understand all of the implications of temporary vs. permanent. He said one of the things the proposal does is require districts and unions to provide support for those who are teachers of record while they are preparing to become teachers. He said he sees that as a step forward and would like to see that part be permanent.

Chairman Bersin said everything is fluid as the dialogue among federal and state officials continues over the next few months. He suggested the original motion be retained and that the topic be revisited when the state's final plan is submitted to the federal government. Commissioner Fortune acquiesced and a vote was taken. There was no dissent.

## **PUBLIC HEARING**

### **Proposal to Consider Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics**

Chairman Bersin opened the public hearing. Philip Fitch, Consultant, Professional Services Division, began the presentation with a summary of Commission action: the concept of a science (specialized) and foundational-level math credential had been approved by the Commission in March. In October, staff brought proposed language forward and the Commission directed it be sent to the field for review. This event is a public hearing on the proposal. As of the day before the hearing, the Commission had received 14 individual responses in favor of one or both proposals. In addition, there were five individual responses and one organizational response in opposition to the proposals.

Chairman Bersin asked for public comment. Those who spoke included:

**Dennis Parker**, Associate Professor in the Department of Math at University of Pacific, said he served on the Math Advisory Panel that made the recommendation but was not present to represent their viewpoints. He said he strongly supports the foundational-level math credential because it will increase the quantity and quality of math teachers. He had three points. The first was that this option will work well for students who want to teach middle school math but can't complete the single subject math program. Currently, they take an inefficient method by getting a multiple subject credential and then adding a supplementary math credential. He said the person who completes the foundational-level math program should have more depth and background than someone with a supplemental credential. His second point is that some concern around the credential may be due to the lack of clarity in the phrase "advanced mathematics." At the high school level, that means calculus, but in the university setting it means abstract algebra or what is called real number analysis. If someone is authorized to teach calculus, it makes sense that they should know the theoretical foundation of calculus. But if they are only teaching algebra and geometry, they do not need real number analysis. However, they will have to take advanced courses in those areas: linear algebra and college-level geometry. If you look at the exams and subject matter requirements, they are written with an advanced viewpoint of the content. Merely knowing the high school math well will not lead to subject matter competency. His third point is that he believes the statements about what may be taught are too ambiguous. He prefers the language in the California framework rather than the language of the regulation. In summary, he said he strongly supports the proposal.

**Jack Price**, Professor Emeritus at Cal Poly Pomona, spoke on behalf of the Math Advisory Panel. He said if one goal is to increase the number of well-prepared teachers faster, then this new credential is needed that will ease the shortage, particularly in middle schools. He said the panel has tried to develop a fair test, which will be administered for the first time in January. He said the hope is that universities will develop programs for the foundational-level math credential that will provide teachers with a deep understanding of what they will teach. Teachers don't need three years of calculus to teach middle school, but they do need courses that will give them a deeper understanding. The new credential is an opportunity for the math departments to expand their programs and meet the desperate needs of the students.

**Bruce Kitchen**, representing the school district HR administrators in San Diego and San Bernardino counties, said his organization supports the proposal.

**Sharon Robison**, Association of California School Administrators, urged the Commission to approve the proposal.

Public comment ended and Chairman Bersin asked staff to comment on Mr. Parker's concerns about the specific language of what courses may be taught.

Betsy Kean, Consultant, Professional Services Division, said there is no disagreement about what is authorized to be taught. Making the ambiguous language more definitive should not be a problem.

Chairman Bersin said if the change is substantive then the language should be changed. Dr. Fitch said the Office of Administrative Law will determine if it is a substantive change. Yvonne Novelli, Program Analyst, Professional Services Division, said it would not be substantive because individuals in the field knew it was an issue. Dr. Kean said that the change that is being recommended is consistent with what the staff is recommending. Nicole Amador,

Consultant, Professional Services Division, said, however, that one of the virtues of ambiguity is that changes in the names of courses will not cause problems.

Commissioner Lilly noted that tying the language too closely to the standards will cause difficulty as the standards evolve over time.

Ms. Sandy said staff believes the language should not be changed. She said that discretion around specific implementation is needed. She said the correspondence with the field about the regulations can clarify the extent of discretion.

Commissioner Johnson noted that in a perfect world with no resource constraints, every child would have a teacher with a major in math. Commissioner Katzman said she is pleased to see the Commission move forward with something that will help ensure having full-fledged math teachers at elementary and middle schools.

A motion to adopt the staff recommendation was made (Fortune), seconded (Whirry) and carried without dissent.

#### **CREDENTIALING AND CERTIFICATED ASSIGNMENTS COMMITTEE OF THE WHOLE**

Commissioner Fortune reconvened the Credentialing and Certificated Assignments Committee of the Whole.

#### **C&CA-2: Enhanced Distribution Method for the Notice of Delay List**

Mr. Janssen said stakeholders have requested that Notices of Delay be put in the database that is accessible online. Mary Armstrong, General Counsel, Director, Professional Services Division, explained that county offices of education and school districts can issue temporary certificates while waiting for credentials to be processed. But if there are questions about an applicant's academics or fitness, the Commission must notify the county or districts and the temporary permit is cancelled. In the past, they have been sent each week. Putting them on the Internet makes the information more user friendly.

#### **LEGISLATIVE COMMITTEE OF THE WHOLE**

Vice Chairman Madkins convened the Legislative Committee of the Whole.

Ms. Bond said nothing is ready to go before the Commission at this time but staff is involved in continuing dialogue about NCLB and legislation that may need to be implemented to support the state's response to the federal law.

She also took the opportunity to thank Chairman Bersin for his leadership and willingness to work with staff on issues. She said he has made the job of the staff easier by being accessible and willing to work with everyone to build coalitions and consensus.

#### **PREPARATION STANDARDS COMMITTEE OF THE WHOLE**

Commissioner Katzman convened the Preparation Standards Committee of the Whole.

#### **PREP-1: Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities**

Dr. Kean asked that the Commission approve National University's elementary subject matter preparation program for the Multiple Subject Teaching Credential. A motion to do so was made (Johnson), seconded (Madkins) and carried without dissent.

#### **PREP- 2: Approval of Title II Induction Planning Grants to Private K-12/IHE Consortia**

Phyllis Jacobson, Consultant, Professional Services Division, asked that the Commission approve grants for the Association of Christian Schools International, Northern California Regional Induction Program Consortium, and for the Archdiocese of San Diego. A motion to do so was made (Madkins), seconded (Hauk) and carried without dissent.

#### **PREP-3: Accreditation Activities Workplan Proposal**

Lawrence Birch, Administrator, Professional Services Division, outlined a staff proposal for foregoing regular accreditation visits for a two-year period while institutions are completing the process of meeting the five new sets of standards. The proposal will not only help institutions focus their resources on what needs to be done in terms of the new standards, but also will give the Commission a window of time to rethink its accreditation framework and consider ways to improve the process. Commission staff would continue to partner with the National Council for Accreditation of Teacher Education (NCATE) on accreditation visits for those institutions who engage in the national process.

Ms. Sandy added that institutions that were previously granted accreditation with stipulations that needed to be met by the next cycle of visits will still be revisited to make sure remedies have been put in place. She said that staff has approached NCATE about the possibility of also delaying the national accreditation visits and that NCATE would be receptive to such requests by individual institutions. She also said that staff is expecting a final report from an evaluation of the accreditation framework that has been under way for the past three years. Staff anticipates bringing that to the Commission with policy proposals in January.

Commissioner Katzman opened the floor to public comment:

**Bobbi Bonace**, with California State University, Monterey and representing Teacher Education K-12 Relations, asked that the Commission consider making it permissive for institutions to request a delay rather than imposing the delay. She said many of the institutions have already completed the preparation for their accreditation visits and are eager to go through the process rather than see it delayed.

Ms. Sandy said the scheduling of accreditation has never been a permissive activity; the scheduling has always been up to the Commission. She reminded the Commission of testimony in prior meetings about the intensity of the work that is going on within institutions to meet the new standards

and that it is unprecedented for the Commission to have this number of new standards all at once. Because of the need for focus and the amount of work, on the part of both the institutions and the Commission, the delay is critically important.

Ex-Officio Representative Wilson said he doesn't see the request as inconsistent with what staff is proposing. Ms. Sandy said, however, that it is inconsistent because staff is recommending postponing all non-NCATE visits, not creating a permissive policy. She said staff also wants to work with NCATE institutions to get those accreditation visits postponed.

Ex-Officio Representative Wilson asked if Ms. Bonace's concerns could be met by postponing accreditation for institutions but then saying that the visits would be rescheduled at a mutually agreeable time following the two-year period.

Chairman Bersin said most school districts would be delighted to have an accreditation visit postponed, so the request seems counterintuitive. He said the issue faced is one of the transition from one set of standards to another and the possibility that the accreditation framework will change. He said he can understand the reluctance of an institution to wait for a new, unknown type of accreditation visit. However, he said the motion seems reasonable because it seems premature to conduct accreditations under the old standards when it is clear these standards are disappearing.

Ms. Bonace said that it is her understanding that of the institutions on the list, only California State University, Chico, would not ask for a postponement.

Dr. Swofford said part of the problem is that the Commission does not want to have to come back to an institution that it looked at under the old standards and then do an accreditation process under the new standards; it is inefficient.

Ex-Officio Representative Wilson said that he can understand the institutions wanting to get credit and recognition for the hard work they have done preparing for the accreditation visit. He also said that when staff provides the policy proposal on the new accreditation framework in January, he hopes and is confident that higher education will be consulted before changes are made.

Commissioner Lilly moved the staff recommendation for delaying accreditation visits, with the modification that institutions with stipulations will be revisited and that any NCATE-accredited institution will have the Commission's support in seeking a delay of the NCATE process. Commissioner Johnson seconded the motion.

Commissioner Lilly said he is concerned that there will be a bottleneck two years from now when accreditation visits resume. He said the whole schedule needs to be addressed so there will be no delay beyond the two years for all institutions.

Commissioner Johnson asked if the Commission saves money by not making site visits. Dr. Swofford said the funds are redirected into technical assistance for SB 2042 implementation.

Ex-Officio Representative Bartell said her concern is that most institutions usually start preparing for an accreditation visit two years ahead of time; most are probably ready to go if their site visits are scheduled for this spring. She said she is sympathetic to those people wanting to complete the process. She said the Commission has a long history of continuing to do accreditations while programs are in transition. She said she is also concerned about a backlog unless everyone is delayed two years.

Dr. Swofford said that once the Commission reconsiders the accreditation framework in January, the process may change dramatically. For example, there is the question of whether a six-year cycle of accreditation is frequent enough. He said one of the goals is to look at the impact of reforms in a more timely fashion. He also said that the work institutions have done is not wasted because preparing for an accreditation visit, in and of itself, is beneficial to institutions.

Ms. Sandy said that staff is not anticipating a backlog or bottleneck because the whole scheduling process may change. She said she understands the position of institutions that have devoted work to preparing for accreditation. But if the Commission is going to improve the system, then it makes sense to take a break from site visits and invest time in changing something that is so big and important to so many institutions.

Commissioner Katzman thanked Ms. Bonace for her input. The motion was voted on and carried without dissent.

#### **PREP-4: Introduction of Draft Standards for Administrative Services Credentials and Proposal to Adopt the School Leaders Licensure Assessment**

Ms. Sandy presented three items: the draft standards for the Preliminary Administrative Services Credential; a proposed new structure for the Professional Administrative Services Credential; and a proposal for the School Leaders Licensure Assessment.

She walked the Commission through the 16 draft standards for the Preliminary Administrative Services Credential. The first five standards are consistent with the Commission's standards in other areas, addressing the rationale and design for the system, who are partners in the endeavor, the emphasis on educational leadership, equity and diversity, and the role of education in a democracy.

Standard 6 aligns the new standards with the CPSL standards. Standard 7 addresses the use of technology. Standard 8 speaks to the nature of field experience. Standard 9 speaks to guidance, assistance and feedback during field experiences. Standards 10 through 15 cover competence and performance of candidates completing a program. Standard 16 describes the assessment process.

Ms. Sandy then presented the new structure for the Professional Credential. The guidelines that will provide the meat of the program will be coming

later. The structure requires two things: advanced preparation and mentoring. The proposal envisions having the school district board sign off, both on the original commitment and on the completion of the process. If the Commission approves the concept, a Title 5 regulatory change process will begin so that a public hearing can be held.

The last piece is the school leader licensure assessment portion. Staff is recommending adoption of the School Leader's Licensure Assessment to meet the requirements of SB 1655. The first administration of the test would be in January.

Commissioner Katzman asked for public input.

**Ken Burt**, California Teachers Association (CTA), said the CTA supports high standards for administrators. He said he believes the Tier 1 standards are ready for release to the field for comment. However, he objected to the Tier 2 proposal as not rigorous enough and as lacking in minimum safeguards, such as Commission monitoring and oversight. He said that CTA wants to ensure that if there are to be high standards for both teachers and administrators, then there should be rigor for everyone. He also called the Tier 2 proposal a pig in a poke because the guidelines are not being presented until later. He asked the Commission to delay action on the Tier 2 proposal. He also said that he believed the design team should continue to work on the proposal rather than have staff filling in the blanks and making the proposal.

Ms. Sandy said the role of the design team should not be confused with the role of the Commission. She said the design team is meant to advise regarding standards, not structure. The Commission ultimately determines the credential structure. The structure provides the important parameters for the content so it makes sense to approve the structure first, a similar process to that followed in setting standards under SB 2042.

Dr. Swofford said he appointed the design team to give the Commission staff its best thinking. The intent was to have input that would help shape the staff's recommendation. But in the end, it is the responsibility of the staff to make recommendations to the Commission.

Vice Chairman Madkins said it appears to him that staff has done what the Commission asked them to do. He said the proposal seems to be a direct response to the direction provided by the Commission to staff. He made a motion to accept staff's recommendation. Commissioner Lilly asked that each recommendation be voted on separately.

A motion to authorize staff to circulate draft standards for the Preliminary Administrative Services Credential was made (Madkins), seconded (Hauk) and carried without dissent. Commissioner Lilly said that improvements can still be made on the standards during the review process. He particularly noted that he is not clear why the opportunity-to-learn standards and the candidate performance standards are both needed.

A motion to adopt the proposed structure for Professional Administrative Services Credentials was made (Johnson) and seconded (Madkins).

Commissioner Lilly asked for clarification on why the staff is talking about guidelines rather than standards. Ms. Sandy said that when the Commission adopts standards, it has a responsibility to accredit programs. In this instance, the responsibility will be shifted to the district, with the Commission performing an auditing function rather than an accreditation function. She said it would be difficult to administer an accreditation process for 1,000 school districts. She also said that prior Commission direction had emphasized the need for local district flexibility, which guidelines would allow.

The motion carried without dissent.

A motion to direct staff to initiate the Title 5 Regulation amendment process to establish the proposed structure for the Administrative Services Credential was made (Bersin), seconded (Fortune) and carried without dissent.

A motion to adopt the School Leaders Licensure Assessment was made (Johnson), seconded (Madkins) and carried without dissent.

## **RETURN TO THE GENERAL SESSION**

The Commission returned to the General Session.

## **REPORT OF THE APPEALS & WAIVERS COMMITTEE**

### **A&W-1: Approval of the November 6, 2002 Appeals & Waivers Minutes**

It was moved, seconded and carried (Madkins) that the Commission approve the minutes of the November 6, 2002, Appeals & Waivers Committee meeting.

### **A&W-2: Waivers: Consent Calendar**

It was moved, seconded and carried (Madkins) that the Commission approve the 713 waiver requests on the Consent Calendar.

### **A&W-3: Waivers: Conditions Calendar**

It was moved, seconded and carried (Madkins) that the Commission approve the 22 waiver requests on the Conditions Calendar with the specific conditions attached to each.

### **A&W-4: Waivers: Denial Calendar**

The Committee voted to recommend a preliminary denial of the 25 Waiver Requests on the Denial Calendar. These items will be brought to the Commission for action at the January 2003 meeting.

## **REPORT OF EXECUTIVE COMMITTEE**

### **EXEC-1: Approval of the July 10, 2002 Executive Committee Minutes**

It was moved, seconded and carried (Madkins) to approve the minutes of the July 10, 2002 Executive Committee meeting.

### **EXEC-2: Committee of Credentials: Expiration of Terms and Declaration of Vacancies**

It was moved, seconded and carried (Madkins) to waive the provision of the Policy Manual in order to appoint an interim Secondary Teacher until June 2003.

It was moved, seconded, and carried (Madkins) to declare the School Board member position and Secondary Teacher position on the Committee of Credentials vacant.

It was moved, seconded, and carried (Madkins) that the Executive Committee direct staff to begin the process of obtaining applications for these positions.

It was moved, seconded, and carried (Madkins) to reappoint the current incumbents in the Public Representative positions, Mr. Wesley Apker and Ms. Sylvia Whitlock, and appoint Ms. Sara Williams in the interim Secondary Teacher position.

### **EXEC-3: Discussion on Commission Policies and Priorities for 2002-03**

In setting the workload priorities for 2003, Senior Staff determined the following priorities. These priorities are in alignment with the Commission's adopted goals and mission statement:

#### *Certification, Assignment and Waivers Division*

Redirection of Staff

Revised Credential Handbook

Spring Credential Workshops

Improved Processing Through Online Renewals

#### *Division of Professional Practices*

Enforcement of Application Requirements

Implementation of Improved Processing Procedures

Review of Attorney General Procedures

#### *Office of Governmental Relations*

Use of List Serve for Communications

Elimination of Professional Press Address Service

Use of Adult School Print Shop for Publications

Hand Deliver Communications with Legislature

#### *Professional Services Division*

- Implementation of New Standards and Reforms Across Several Credential Areas:
- Subject Matter Preparation and Examinations
- Multiple and Single Subject Teaching Credentials
- Teaching Performance Assessments
- Pupil Personnel Services Credentials
- Administrative Services Credentials

Use of Technology to Enhance the Effectiveness and Efficiency of Document Review

Focus Accreditation Activities on Initial Institutional Accreditation Under New Standards for the next two years.

### **Commission Member Reports**

Designee Whirry said that she represented California recently, along with a member from the Governor's office, at the Institute of States conference, which brought together 22 states in Washington, D.C. for five days to discuss education on world history, geography and current events. She said it was a very good meeting, with the Secretary of Education in attendance and Colin Powell sending greetings.

### **Audience Presentations**

None.

### **Old Business**

The quarterly agenda for December 2002 and January and February 2003 was presented for information only.

### **New Business**

None.

### **Elections of the California Commission on Teacher Credentialing's Chairman and Vice Chairman for 2003**

Dr. Swofford said that at the last meeting Carol Katzman was nominated for Chairperson and Lawrence Madkins for Vice Chairman. No new nominations have been received by mail. Dr. Swofford asked if there were any further nominations for either office. There were none, so nominations for both

offices were closed. He introduced each candidate to give a short presentation.

The following is an excerpt of Commissioner Katzman's remarks:

I am honored to be nominated for the position of Chairperson of the California Commission on Teacher Credentialing. Over the past seven years, the Commission has initiated groundbreaking reform work in teacher credentialing, administrator credentialing, pupil personnel credentialing, and educator discipline. Today, I would like to share with you a set of goals and a vision for our work yet to come. As with all substantive accomplishments, we must first begin by building on a solidly established foundation and use that foundation as our launching point. I'd like to highlight some of the Commission's more recent accomplishments and discuss our future in that light.

Throughout the nation, state education agencies and local education agencies are grappling with the new federal requirements outlined in the "No Child Left Behind" regulations. I feel that California has been on the right path toward meeting the need for a highly qualified teacher in every classroom. We have already established incentives and recruitment measures to bring talented people into the classroom. Our alternative teacher preparation programs are highly successful and we have worked hard to establish a pipeline into the teaching profession that allows options and provides support. But, we will need to make changes in response to the federal regulations and we will need to move rapidly. In the coming year the Commission will need to work very closely with California's Secretary for Education, the State Board of Education, the Department of Education, local education agencies, and the federal government to ensure compliance with the new federal regulations by the 2005-06 school year.

As our focus shifts to meeting federal requirements, we must not lose our momentum in other areas. The thoughtful and fresh look at administrator preparation that the Commission undertook during the past year and a half has come to fruition in an exciting way. We will see revised preparation standards, multiple preparation options, and an assessment route based on demonstrated competence. The upcoming year will be one of careful completion and the beginning of the implementation phase. Beginning in 1998, the Commission undertook a massive study, the first in the nation, to compare teacher preparation in other states to that in California. From this study, a result of a Commission-sponsored bill with then Assembly Member Jack Scott, we were able with confidence to bring in new teachers from other states on the basis of their state's comparable program.

Our Commission has recently discussed the shortage of special education teachers. One of my goals in the coming year would be to continue those discussions, to ask staff to work with us as we examine issues facing special education teachers, and to sort out ways in which the Commission can help bring more teachers into this challenging and rewarding field.

And of course, our pride in the SB 2042 teacher preparation reform measure continues as programs are approved, as the Teaching Performance Assessment is field-tested, and as beginning teacher induction and support programs are approved. Our vision of a thoughtful continuum in teacher preparation is here.

Only through a continual process of evaluation, reflection, discussion and change where change is indicated can we maintain the high quality educator preparation that Californians have come to expect. And as we do so, we will all need to keep in mind that the most economical road to meeting our goals is the one we must take, given the State's current budget situation. In closing, I'd like to thank all of you for your contributions and your commitment to our mission. If elected to become the Commission's Chairperson, I pledge to all of you and to those we represent, a year of accomplishment measured with thoughtful consideration of the years to come.

Vice Chairman Madkins then spoke:

First, I would like to thank my colleagues around the table who have supported me and made this experience the highlight of my educational career. I'm also indebted to Chairman Bersin for asking me to share in the leadership of this Commission. I spent a great time in the field learning about teacher performance assessment and SB 2042. I'm so impressed with the thoroughness and effort that has been required. I think a great part of our success lies in our ability to listen to our colleagues and our people. I want to assure everyone that we will listen and that you will be heard.

As we grapple with NCLB, my commitment to children remains unchanged, as we work together to ensure that each classroom has educationally talented and highly qualified teachers. Commissioner Katzman said earlier that we must maintain our momentum. Our goals must continue to focus on eliminating barriers in the profession and moving forward with standards, standards aimed at closing the achievement gap. We must ensure that the policies enacted support our vision for the future. And we need to be committed to that vision even in times of negative budgets. For reforms to take hold, we must stand fast in our efforts. Thank you for giving me the opportunity to share my goals.

Dr. Swofford called for the roll to be taken for the election of the Chairperson. Commissioner Johnson moved that the policy manual provision be waived and that Commissioner Katzman and Commissioner Madkins be elected by acclamation. Commissioner seconded the motion and it carried without dissent.

Chairperson Katzman then presented a plaque to Commissioner Bersin, thanking him for his leadership and role in driving improvements in the teacher preparation, support and credentialing process. She said he was the right person for the right job at the right place in the right time.

### **Adjournment**

The meeting adjourned. The next meeting will be held on January 9, 2003 at the California Commission on Teacher Credentialing Office, 1900 Capitol Avenue, Sacramento, California.