



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

Web-Posted November 20, 2002
Updated Dec 10, 2002

December Commission Agenda

December 4-5, 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, December 4, 2002 - Commission Office

1. Executive Committee

11:00 a.m.

- Exec-1 Approval of the July 10, 2002 Executive Committee Minutes
- Exec-2 Committee of Credentials: Expiration of Terms and Declaration of Vacancies
- [Exec-3](#) Commission Policies and Priorities for 2002-03

2. General Session

1:00 p.m.

The Commission will immediately convene into Closed Session

Closed Session (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)

3. Appeals and Waivers (Committee Chair Madkins)

- A&W-1 Approval of the November 2002 A&W Minutes
- A&W-2 Waivers: Consent Calendar
- A&W-3 Waivers: Conditions Calendar
- A&W-4 Waivers: Denial Calendar

Thursday, December 5, 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 November 2002 Minutes](#)
- GS-4 Approval of the December 2002 Agenda
- GS-5 Approval of the December 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. Public Hearing

10:00 a.m.

- [PUB-1](#) Proposal to Consider Title 5 Regulations for Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics
▶ [Addendum to PUB-1](#) (In-Folder) -- [Posted December 4, 2002](#)

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

- [C&CA-1](#) Proposal to Expand Availability of Intern and Pre-intern Certificates
▶ [Addendum to C&CA-1](#) (In-Folder) -- [Posted December 4, 2002](#)

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

LEG-1 Legislative Concepts for the Commission's Consideration

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

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

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

PREP-3 Accreditation Activities Workplan Proposal

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

▶ Addendum to PREP-4 (In-Folder) -- Posted December 4, 2002

6. Reconvene General Session (Chair Bersin)

GS-10 Report of Closed Session Items

GS-11 Report of Appeals and Waivers Committee

GS-12 Commission Member Reports

GS-13 Audience Presentations

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

GS-15 New Business

GS-16 Elections 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:

January 9, 2003

**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

*California
Commission on Teacher Credentialing*

*Meeting of
December 4-5, 2002*

AGENDA ITEM NUMBER: EXEC - 3
COMMITTEE: Executive Committee
TITLE: Commission Policies and Priorities for 2002-03

 Action

 Information

 X Discussion

Strategic Plan Goal(s):

Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.

Presented By: Mary Armstrong
Director, Division
of Professional
Practices

Linda Bond
Director, Office
of Governmental
Relations

Dale Janssen
Director, Certification,
Assignment and
Waivers Division

Mary Sandy
Director, Professional
Services Division

Prepared By: _____
Maureen Henkelman
Executive Office

Date: 12/02/02

Approved By: _____
Sam W. Swofford, Ed.D.
Executive Director

Date: 12/02/02

Commission Policies and Priorities for 2002-03

In setting the workload priorities for 2003, Senior Staff met and 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

California
Commission on Teacher Credentialing

Meeting of
December 4-5, 2002

AGENDA ITEM NUMBER: PUB -1

COMMITTEE: Public Hearing

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

 X Action

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: Philip A. Fitch, Betsy Kean, Nicole A. Amador

Prepared By: _____ Date: _____
Nicole A. Amador, Ph.D.
Consultant, Professional Services Division

Prepared By: _____ Date: _____
Philip A. Fitch, Ph.D.
Consultant, Professional Services Division

Prepared By: _____ Date: _____
Betsy Kean, Ph.D.
Consultant, Professional Services Division

Approved By: _____ Date: _____
Margaret Olebe, Ph.D.
Administrator, Professional Services Division

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

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

Public Hearing

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

Introduction

The proposed additions of Sections 80416, 80416.1, and 80416.2 pertaining to Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics are being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of that notification, including the proposed text, as distributed in coded correspondence #02-0024, dated October 18, 2002.

Background of the Proposed Regulations

As part of the task of reviewing the new K-12 Student Academic Content Standards, the California Commission on Teacher Credentialing charged its Subject Matter Advisory Panels in Science and Mathematics with exploring possible changes in the existing single subject credential structures that might encourage more individuals to obtain science and mathematics certification. The panel members proposed the addition of the Science (Specialized) and Foundational-Level Mathematics subject matter areas. The results of the review by the Subject Matter Advisory Panel in Science can be found in the March 2002 Commission agenda item. The considerations and the conclusions of the Subject Matter Advisory Panel in Mathematics can be found in the June 2001 and June 2002 Commission agenda items. The request for the consideration of the current proposal was submitted to the Commission in an October 2002 agenda item.

Proposed Changes

One of the requirements needed to obtain a Single Subject Teaching Credential is verification of subject matter competency. Currently there are 16 subject matter areas, and the proposed addition to the regulations would increase the number of subject matter areas to 21 by adding Foundational-Level Mathematics and four new areas of Science (Specialized): Biological Sciences (Specialized), Chemistry (Specialized), Physics (Specialized), and Geosciences (Specialized). If approved, individuals requesting these new areas will also need to satisfy all other requirements for the Single Subject Teaching Credential, such as passage of the California Basic Educational Skills Test (CBEST) and completion of a teacher preparation program. The current mathematics and science authorizations will remain available to credential candidates.

The proposed addition of the credential areas in Science (Specialized) and in Foundational-Level Mathematics will potentially increase the number of credentialed

science and mathematics teachers for California public schools by attracting knowledgeable and experienced individuals including engineers, environmentalists, and others to a second career in teaching. Increasing the pool of educators in these areas is greatly needed because a disproportionate number of teachers in the fields of mathematics and science are employed based on emergency permits or credential waivers. During the 2000-2001 school year, approximately 17% (5,000) of the mathematics and science teachers were employed based on an emergency permit or credential waiver. During this same period, less than 2,000 individuals received Single Subject Teaching Credentials in Mathematics and Science through California institutional recommendations and out-of-state programs.

The proposed regulations specify the authorizations and requirements for these subject matter areas. The specific authorizations, noted below, allow the holder to teach the same grade level as other Single Subject Teaching Credentials: preschool; kindergarten and grades one through 12, inclusive; and classes organized primarily for adults. And, as with all other subject matter areas, the requirements will be based on standards of program quality and effectiveness and aligned with the current K-12 student standards.

The proposed credential in Science (Specialized) will authorize instruction in the specific science area listed on the Single Subject Teaching Credential (i.e. biology, chemistry, physics, or geosciences), and would not authorize teaching general or integrated science. These specialized areas may be verified by any of the following:

- (1) completing a post-baccalaureate degree from a regionally accredited institution in either the requested science area or in a closely related area considered equivalent by the Commission,
- (2) passing a Commission-approved examination in the requested science area, or
- (3) completing a bachelor's degree in the science area requested and 30 semester units of postgraduate work in the same area, or closely related area considered equivalent by the Commission from a regionally accredited institution.

The proposed Foundational-Level Mathematics authorization will permit the holder to teach the content areas taught to the vast majority of K-12 mathematics students: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics but only if the students do not receive advanced placement credit for the course. These candidates would have the option of satisfying the subject matter competency requirement by either completing a Commission-approved subject matter program or passing an appropriate Commission-approved subject matter examination.

Financial Impact

Commission on Teacher Credentialing: None.

State Colleges and Universities: None.

Private Persons: Individuals who have not already satisfied the subject matter competency requirement based on the coursework option may do so by the examination option. The estimated cost for this option is \$150.

Mandated costs: None.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

California County Superintendents of Schools
Credential Analysts at the California County Superintendent of Schools' Offices
Selected California School Districts
Deans of Education at the California Institutions of Higher Education with
Committee-Accredited Programs
Credential Analysts at the California Institutions of Higher Education with
Committee-Accredited Programs
Presidents of Select Professional Educational Associations

The notice of proposed rulemaking was also placed on the Internet at
"http://www.ctc.ca.gov".

Tally of Responses

<u>In Support</u>	<u>In Opposition</u>
0 organizational opinions	0 organizational opinions
5 personal opinions	1 personal opinion

Responses Representing Organizational Opinions in Support

- None.

Responses Representing Personal Opinions in Support

- Carol Fry Bohlin, Professor, Mathematics Education, California State University, Fresno
- Roy M. Bohlin, Professor, Curriculum and Instruction, California State University, Fresno
- Kelly D. B. Gutierrez, Teacher Credentialing Advisor, University of Southern California
- Alicia Legarda, M.A., Teacher, Folsom Cordova Unified School District
- Phoebe Roeder, Natural Science Program, Department of Physics, San Diego State University

I strongly support the proposed addition of Biological Sciences (Specialized), Chemistry (Specialized), Physics (Specialized), and Geosciences (Specialized) to the list of approved subject matter areas. As the developer and chief adviser for the single subject science programs at San Diego State University, I have had many frustrated candidates who did not have all the necessary general science courses required to satisfy the current science subject matter requirements. I think that this change should significantly increase the number of qualified science teachers in California.

Responses Representing Organizational Opinions in Opposition

- None.

Responses Representing Personal Opinions in Opposition

- Bruce Arnold. Co-Director Algebraic Thinking Institute (ATI), Math Professional Development for UCSD Partnership Schools (CREATE), Department of Mathematics, University of California, San Diego

Comment:

No, I do not agree with the proposed Title 5 Regulations for the following reasons:

I have two concerns. One, the stated purpose of the proposed regulation is to increase the potential pool of mathematics teachers by encouraging professionals (e.g., engineers) to investigate a second career in teaching. To accomplish this purpose, it appears the proposed regulation is making it easier (in some sense) for these individuals to earn a credential. This leads to my second concern. The content knowledge required for the new area of Foundational-Level Mathematics only includes the mathematics taught in the K-12 mathematics courses (i.e., general mathematics, algebra, geometry, probability and statistics, and consumer math) that the holder of the new credential would be allowed to teach. Specifically, such content knowledge would not require "in-depth knowledge of advanced mathematics". Yes, I believe it is important for a mathematics teacher to understand the subject matter of his course well, analogous to Ma's PUFM. However, I believe that a teacher should also understand the subject matter of mathematics courses immediately preceding his or her course and those immediately following. To understand your subject matter well implies that you understand the foundations of it and how more advanced courses use your subject matter. I would recommend that a teacher of Geometry should understand Trigonometry and Calculus, because geometry lays essential foundations for both courses. If a Geometry teacher did not understand Trigonometry and Calculus, he or she might not be preparing his or her students for these courses.

My bottom line is that every secondary school mathematics teacher should have a strong foundation in mathematics through calculus. I am not suggesting that every teacher needs a deep understanding of courses that follow a basic college course in calculus, e.g. differential equations, linear algebra, number theory, etc.

This represents my personal opinion.

Commission Staff Response:

Professor Arnold is specifically concerned with the level of rigor of the subject matter requirements for the Single Subject Teaching Credential in Foundational-Level Mathematics, a concern addressed extensively by both the panel and the Commission. The subject matter requirements in foundation-level mathematics, an authorization targeting 90% of all middle and high school mathematics classes, represent a subset of the subject matter requirements for the Single Subject Teaching Credential in Mathematics. This subset is at the same level of depth and rigor as the full set of subject matter requirements. Furthermore, these requirements, while

aligned to the K-12 Student Academic Content Standards, hold candidates responsible for an understanding and proficiency beyond the student standards. Candidates are required to demonstrate an understanding of the content domains from an advanced standpoint.

Staff Recommendation

The staff recommends that the Commission adopt the proposed regulations.

Coded correspondence #02-0024
October 18, 2002

COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 445-0184 Web Site: <http://www.ctc.ca.gov>
E-Mail: credentials@ctc.ca.gov



OFFICE OF THE EXECUTIVE DIRECTOR

02-0024

DATE: October 18, 2002

TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Addition of Sections 80416, 80416.1, and 80416.2 of Title 5, California Code of Regulations, Pertaining to Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

Notice of Public Hearing is Hereby Given:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. These proposed regulations are additions rather than amendments to the Code of Regulations, and all text is new. The public hearing is scheduled for:

December 5, 2002
10:00 a.m.
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Statement of Reasons

One of the requirements needed to obtain a Single Subject Teaching Credential is verification of subject matter competency. Currently there are sixteen subject matter areas: Agriculture, Art, Business, English, Foreign Languages, Home Economics, Health Science, Industrial and Technology Education, Mathematics, Music, Physical Education, Science: Biological Sciences, Science: Chemistry, Science: Geosciences, Science: Physics, and Social Science. The proposed addition of Sections 80416, 80416.1, and 80416.2 to

the Title 5 Regulations would increase the number of subject matter areas to twenty-one by adding Foundational-Level Mathematics and four new areas in science: Biological Sciences (Specialized), Chemistry (Specialized), Physics (Specialized), and Geosciences (Specialized). The current mathematics and science authorizations will remain available to credential candidates.

The addition of the subject matter areas in Science (Specialized) and in Foundational-Level Mathematics for Single Subject Teaching Credentials is being proposed as a potential means of increasing the number of newly credentialed science and mathematics teachers for California public schools. The proposed Science (Specialized) authorization would allow instruction in a specific science area (biology, chemistry, physics, or geosciences) in California public schools but would not authorize instruction in general or integrated science. The proposed Foundational-Level Mathematics authorization would permit the holder to teach the content areas taught to the vast majority of K-12 math students: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics. It is anticipated that the adoption of these two proposed subject matter areas will attract knowledgeable and experienced individuals, including engineers, environmentalists and others, to investigate a second career in teaching.

Over the years, California has often experienced a need for credentialed teachers in mathematics and science. Recently, this has become much more apparent with the consistently low number of teacher candidates majoring in mathematics and science at California campuses and the growth of the K-12 student population. The proposed Title 5 regulations establishing the Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics provides a partial solution to the under-supply of qualified teachers in these two areas. A disproportionate number of teachers in the fields of mathematics and science are employed based on emergency permits or waivers. In the 2000-2001 school year, there were approximately 16,700 mathematics teachers in California's public schools. Nearly 14% (almost 2,200) were teaching with emergency permits or waivers. In stark contrast, only 704 teachers during that same year were issued Single Subject Teaching Credentials in mathematics based on a California institution recommendation or completion of a credential program outside of California. In that same year there were close to 13,300 teachers teaching science. Of those teachers, over 2,800 were teaching science with an emergency permit or waiver. In comparison, during 2000-2001, less than 1000 individuals received science certification through California institutional recommendations and out-of-state programs.

As part of the task of reviewing the new K-12 Student Academic Content Standards, the Commission charged its Subject Matter Advisory Panels in Science and Mathematics with exploring possible changes in the existing single subject credential structures that might encourage more individuals to obtain science and mathematics certification. The panel members, who are practicing science and mathematics teachers, faculty members and other California educators, proposed the addition of the Science (Specialized) and Foundational-Level Mathematics subject matter areas with the hope of attracting an untapped pool of candidates. Their proposals were made based on the provision that individuals seeking certification in these new areas would need to complete all other

requirements for the Single Subject Teaching Credential, including a baccalaureate degree, an appropriate teacher preparation program, the California Basic Educational Skills Test (CBEST), and personal and professional fitness verification.

The rationale and the benefits for the addition of these each sections are addressed below.

§80416. Subject Matter Knowledge for Single Subject Teaching Credentials in Science (Specialized) and Foundational-Level Mathematics:

The addition of this section establishes that, as with all other subject matter areas, the subject matter will be based on standards of program quality and effectiveness and aligned with the current K-12 student standards. This will guarantee that the high level of content quality expected of California teachers will be maintained.

§80416.1. Single Subject Teaching Credential in Science (Specialized)

The proposed Section 80416.1 establishes the specific science subject matter areas that will be available to Single Subject Teaching Credential candidates. Under this new structure, the specific sciences will be biological sciences, chemistry, physics, and geosciences. The section also stipulates that the authorization for these subject matter areas will be limited to the specific science area requested. Because of the holder's specialized scientific knowledge, none of these science areas will authorize the individual to teach general or integrated science. The authorization is for service in grades preschool, kindergarten through twelfth, and in classes organized for adults. This grade range is consistent with that authorized by Single Subject Teaching Credentials in all other subject matter areas.

This proposed regulation also details three options that may be used to satisfy the subject matter competency. The first of these options is completion of a post-baccalaureate degree from a regionally accredited institution. This will need to be in either the requested science area or in a closely related area considered equivalent by the Commission. Under the second option, candidates may verify their subject matter competency in the specialized science by passing a Commission-approved examination. The third option allows a prospective teacher with a bachelor's degree in the science requested and 30 semester units of postgraduate work in the same area, or closely related area, to meet the subject matter requirement for a Single Subject Teaching Credential.

Establishing this specialized science authorization would provide additional flexibility for those considering a career as a science teacher. These options are especially well suited to candidates who have already demonstrated their subject matter knowledge through advanced programs or training in a specific scientific field and decide, as career-changers, to enter the teaching profession. Additionally, this proposal will have the potential to increase the number of science teachers and provide staffing options for districts and schools who currently have difficulty finding credentialed teachers. This will be especially helpful for district recruiters who are seeking teachers for advanced and

Advanced Placement (AP) science courses to replace the baby-boomer population of teachers who will soon be retiring.

§80416.2. Single Subject Teaching Credential in Foundational-Level Mathematics

This proposed section would allow Single Subject Teaching Credential candidates to verify subject matter competence in the area of Foundational-Level Mathematics. These candidates would have the option of satisfying competency in this subject matter area either by completing a Commission-approved subject matter program or by passing an appropriate Commission-approved subject matter examination. The content knowledge verified by either of these two options, as stipulated in the proposed §80416, is derived from and aligned with the current K-12 student standards, focusing on the fields of mathematics to be authorized by this subject matter area. The knowledge needed in these specific fields of mathematics is equivalent in depth and rigor to that required in these fields for the current Mathematics subject matter area. Because of this, individuals verifying competency in Foundational-Level Mathematics will be fully prepared in these specific fields. Unlike the current Mathematics subject matter area and as reflected in the authorization for this proposal, the individual seeking certification in Foundational-Level Mathematics will not be required to verify in-depth knowledge of advanced mathematics nor will they be authorized to teach in these fields.

The subject matter area in Foundational-Level Mathematics is proposed as a measure to help alleviate some of the teacher shortage in mathematics by attracting more individuals into this area. When the Subject Matter Advisory Panel in Mathematics initially investigated the difficulties facing California school districts, the points that impacted their decision to recommend a Foundational-Level Mathematics authorization were the high percentage of teachers functioning on emergency permits and the low number of candidates qualifying for the Single Subject Teaching Credential in Mathematics. They also considered the rising need for mathematics teachers, not only to replace those leaving through attrition but also to staff new classes resulting from increases in the student population and class-size reduction. Another issue that they considered was the fields of mathematics predominantly taught to California students. In the 1999-2000 school year, more than 97% of high school mathematics students were enrolled in classes that covered fields in mathematics that were below calculus or other advanced level coursework. When the panel considered a two-tiered mathematics authorization, they, along with the Commission, sought further information regarding the likelihood of any benefits that this credential structure might have. Based on their advice, a study was conducted, surveying district human resource directors, middle and high school principals, middle and high school mathematics teachers, mathematics faculty, and mathematics education faculty at institutions with approved mathematics programs. The majority of responses supported this concept and affirmed the respondents' belief that a two-tiered mathematics credential would increase the potential pool of mathematics teachers available for the basic mathematics courses.

This proposed section of the regulation would specify the fields in mathematics that the holder of a Single Subject Teaching Credential in Foundational-Level Mathematics would

be authorized to teach: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics. Individuals will not be authorized to teach any of these fields if students receive advanced placement credit for the course or to teach courses in any more advanced fields of mathematics. Additionally, as with the Science (Specialized) authorization, this proposed regulation re-emphasizes that holders of the Foundational-Level Mathematics authorization may teach this in any grades in which the subject or subjects will be taught, to include preschool, grades kindergarten, grades one through twelve, inclusive, and classes organized primarily for adults.

Reports Relied Upon in Preparing Regulations

The following reports were relied upon in preparing the proposed Title 5 additions:

- 1998-99 Annual Report: Emergency Permits and Credential Waivers, Commission on Teacher Credentialing
- 2000-01 Annual Report: Emergency Permits and Credential Waivers, Commission on Teacher Credentialing
- Characteristics and Performance of Advanced Placement Classes in California, June 2001
- Enrollment in California Public Schools, 1993-2002
- Estimated Number of Teacher Hires During 2002-03 by Subject Area, October 2001
- Mathematics Framework for California Public Schools, 1999 (This includes the Mathematics Content Standards for California Public Schools)
- Preparation of Secondary School Mathematics Teachers in the California State University, March 2002
- Proposed Exploration for the Restructuring of the Single Subject Credential for Mathematics Teachers, 2001
- Science Content Standards for California Public Schools, 1998
- Statewide Course Enrollment and Staffing Data, 1999-2000
- Statewide Course Enrollment and Staffing Data, 2000-2001
- Teacher Supply in California: A Report to the Legislature (Fourth Annual Report, 2000-01)
- Teachers Meeting Standards for Professional Certification in California: Second Annual Report 1998-99
- Teachers Meeting Standards for Professional Certification in California: Third Annual Report, 1999-00

Documents Incorporated by Reference

None.

Office of Administrative Law's Identification Number

The Office of Administrative Law's identification number for this proposal is Z-02-1008-12.

Written Comment Period and Submission of Written Comments

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by e-mail on the proposed actions. The written comment period closes at 5:00 p.m. on December 4, 2002. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 327-3165, mail it to the California Commission on Teacher Credentialing, Attention: Yvonne Novelli, 1900 Capitol Avenue, Sacramento, CA 95814, or submit an e-mail at <ynovelli@ctc.ca.gov>.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Public Hearing

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact Yvonne Novelli at (916) 323-6512 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Actions

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web-site at <<http://www.ctc.ca.gov>> or you may obtain a copy by contacting Yvonne Novelli at (916) 323-6512.

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Yvonne Novelli at (916) 323-6512 or to Dr. Philip A. Fitch at (916) 324-3054. They will respond to questions

concerning the substance of the proposed regulations. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web-site at <<http://www.ctc.ca.gov>>. In addition, all the information on which this proposal is based (the rulemaking file) is available at the Commission office for inspection and copying.

Attachments

Division VIII of Title 5 of the California Code of Regulations

**Proposed Additions of Sections 80416, 80416.1, and 80416.2,
Pertaining to Single Subject Teaching Credentials
in Science (Specialized) and in Foundational-Level Mathematics**

INITIAL PROPOSED REGULATIONS

Sections 80416, 80416.1, and 80416.2 are proposed as additions to the Title 5 Regulations, and all text is new.

§80416. Subject Matter Knowledge for Single Subject Teaching Credentials in Science (Specialized) and Foundational-Level Mathematics

The subject matter knowledge for the Single Subject Teaching Credential in Science (Specialized) or Foundational-Level Mathematics may be demonstrated by satisfying either an examination or a subject-matter program described in either Section 80416.1 or Section 80416.2 of Title 5 Regulations. The subject matter shall be based on standards of program quality and effectiveness and alignment with the state content and performance standards for elementary and secondary pupils.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44259, Education Code.

§80416.1. Single Subject Teaching Credential in Science (Specialized)

- (a) The authorization for the Single Subject Teaching Credential in Science (Specialized) shall be available in biological sciences, chemistry, physics, and geosciences.
- (b) The subject matter requirement for a Single Subject Teaching Credential in Science (Specialized) shall be satisfied by one of the following:
 - (1) completion of a post-baccalaureate degree from a regionally-accredited institution in the science area requested, or in a closely related area deemed equivalent by the Commission, or
 - (2) passage of a Commission-approved examination that is aligned with the authorization for the Single Subject Teaching Credential in the science area requested, or
 - (3) completion of a baccalaureate degree and 30 semester-units or 45 quarter-units of postgraduate coursework in the science area requested, or in a closely related area deemed equivalent by the Commission. The degree and postgraduate coursework shall be from a regionally-accredited institution, and each course applicable to the science area requested shall have a grade of “B” or better, or “pass” or “credit.”
- (c) A Single Subject Teaching Credential in Science (Specialized) shall authorize the holder to teach in the specialized science area list on the credential in any grades in which the subject or subjects will be taught, to include grades twelve and below, including preschool, and in classes organized primarily for adults.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44259, Education Code.

§80416.2. Single Subject Teaching Credential in Foundational-Level Mathematics

- (a) The subject matter requirement for a Single Subject Teaching Credential in Foundational-Level Mathematics shall be satisfied by either of the following:
- (1) passage of a Commission-approved examination that is aligned with the authorization for the Single Subject Teaching Credential in Foundational-Level Mathematics, or
 - (2) completion of a subject-matter program approved by the Commission that is aligned with the authorization for the Single Subject Teaching Credential in Foundational-Level Mathematics.
- (b) A Single Subject Teaching Credential in Foundational-Level Mathematics shall authorize the holder to teach courses in, or directly related to, general mathematics, algebra, geometry, probability and statistics, and consumer mathematics but not including courses in these areas for which advanced placement credit is granted. This authorization shall be in any grades in which the subject or subjects will be taught, to include grades twelve and below, including preschool, and in classes organized primarily for adults.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44259, Education Code.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Box 944270

Sacramento, California 94244-2700

(916) 445-0184 Web Site: <http://www.ctc.ca.gov>

E-Mail: credentials@ctc.ca.gov



Attn.: Yvonne Novelli, Program Analyst

Title: Single Subject Teaching Credentials in Science (Specialized) and in Foundational-Level Mathematics

Section Nos.: §80416, §80416.1, and §80416.2

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 Regulations, please submit this response form to the Commission, attention Yvonne Novelli, at the above address or fax to her attention at (916) 327-3165. Respond by 5:00 p.m. on December 4, 2002, in order that the material can be presented at the December 5, 2002 public hearing.

- 1. **Yes**, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
- 2. **No**, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, please use the reverse side of this sheet.)
- 3. Personal opinion of the undersigned. and/or
- 4. Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization, Other
- 5. I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6. No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____

route to yn

*California
Commission on Teacher Credentialing*

*Meeting of
December 4-5, 2002*

AGENDA ITEM NUMBER: PUB -1 - INFOLDER

COMMITTEE: Public Hearing

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

 X Action

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: Philip A. Fitch, Betsy Kean, Nicole A. Amador

Prepared By: _____ **Date:** _____
Nicole A. Amador, Ph.D.
Consultant, Professional Services Division

Prepared By: _____ **Date:** _____
Philip A. Fitch, Ph.D.
Consultant, Professional Services Division

Prepared By: _____ **Date:** _____
Betsy Kean, Ph.D.
Consultant, Professional Services Division

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

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

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

PUBLIC HEARING

**PROPOSAL TO CONSIDER TITLE 5 REGULATIONS FOR SINGLE SUBJECT
TEACHING CREDENTIALS IN SCIENCE (SPECIALIZED) AND IN
FOUNDATIONAL-LEVEL MATHEMATICS**

**TALLY UPDATE
As of December 3, 2002**

Note: *All public comments to the proposal are included here. The italicized comments and Commission staff responses are new since the agenda publication.*

Tally of Responses

In Support

0 organizational opinions
12 *personal opinions*

In Opposition

0 organizational opinions
5 *personal opinion*

Responses Representing Organizational Opinions in Support

- None.

Responses Representing Personal Opinions in Support

- Carol Fry Bohlin, Professor, Mathematics Education, California State University, Fresno
- Roy M. Bohlin, Professor, Curriculum and Instruction, California State University, Fresno
- Nancy Bon, *John Adams Middle School, Santa Monica*

Comment:

I strongly support the Foundational Level Mathematics Credential. I am just the person for which this credential would be designed. I have a background in market research, computer programming and systems analysis. I currently teach 6th grade math on an emergency credential while obtaining my teaching credential, and have also taught algebra as a year-long substitute teacher. The current CSET subject matter competency Mathematics test is a hurdle I have not yet surpassed, and I do not have high hopes of being able to pass the third section as it stands. While I desire very much to teach, I do not desire to take more classes just to pass the test, in addition to my credential courses. This could mean giving up my job. As such, I would welcome a Foundational Level test and credential, since I only wish to teach up to algebra. Please move quickly on this matter, so I can be able to take advantage of such a credential and stay in the classroom!

- Casey Morgan Dugger, Prospective Teacher

Comment:

Hi this is Casey Dugger. I am responding to an email asking "What can we do for you?" which, in turn, is in response to my comments on the new additions to the education code regarding single subject teaching in the sciences. I made a comment in the first place since the Dept of Education Website asked for comments by Dec. 4. I am not entirely certain about which context this question is intended, but I am guessing it has to do with ideas for future legislation? If this is the case, then I would like it if getting a teaching credential were quick and easy if you already had a masters or doctorate, and of course the obvious for any job, competitive pay. Other than that, the only thing left to consider is personal, ie: do I want to teach?

Staff Note: *The text of Mr. Dugger's initial e-mail response did not reach the Commission. This prompted staff's "What can we do for you?" reply.*

- Kelly D. B. Gutierrez, Teacher Credentialing Advisor, University of Southern California
- Milla Hill, Math Teacher and Chair of Math Department, Yavneh Hebrew Academy
- Alicia Legarda, M.A., Teacher, Folsom Cordova Unified School District
- Dr. Robert Nakamura, Associate Professor of Biology, Coordinator of the Natural Science Program, Department of Biological Sciences, Cal State Los Angeles

Comment:

Dear California Commission on Teacher Credentialing,

I write to support the introduction of specialized science credentials. As a science credential adviser at Cal State Los Angeles, I meet many biology majors who have the subject matter competence to teach biology in high school but who do not have the comprehensive background expected in the existing single subject science credential. They usually lack courses in astronomy and geological sciences.

However, I do not understand why the proposal for the Science (Specialized) credentials requires either completing postgraduate work or passing an exam. The proposal does not recognize undergraduate coursework in science. Yet, in the existing Science credential a student can demonstrate subject matter competence through undergraduate courses. The undergraduate courses that signify competence to teach high school biology in the science credential with a concentration in biological sciences would not count in the biological sciences (specialized) credential.

The scope of graduate programs in science can be quite specialized. A student with a M.S. in biology may have great knowledge of neuroscience because of coursework and thesis research, but is this type of specialization in one area of biology the subject matter competence needed for secondary teaching?

Allowing consideration of appropriate undergraduate courses would greatly increase the number of persons eligible for specialized science credentials. The present proposal is a very narrow open door to the science (specialized) credential.

Thank you for your consideration.

Commission Staff Response:

Commission staff wishes to thank Dr. Nakamura for his thoughtful response to the Science (Specialized) proposal. The Science Advisory Panel and Commission did consider what Dr. Nakamura is proposing. However, the Science Advisory Panel felt that they did not want to recommend any action that could possibly result in fewer fully credentialed teachers in the current single subject science areas. It is their intent to encourage more undergraduate science majors to complete an approved science program that includes science courses in the general science “breadth” areas as well as the specific science “depth” areas. Encouraging individuals to pursue an undergraduate degree in biology to obtain the specialized credential would reduce the number of candidates seeking authorizations that include general science in grades 6-9 and integrated science in grades 6-12. The majority of the science classes taught in grades 6-12 include general science or integrated science content, and school districts continue to need the flexibility to assign science teachers in both the depth and breath science content. The specialized credential in science is intended to reach individuals who have advanced beyond baccalaureate work in science and credential them to teach in one of the four specialized areas of science.

Additionally, individuals who have already completed a baccalaureate degree in a specific science and do not wish to teach the general or integrated science content or complete an advanced degree in science may use the proposed examination option to satisfy the specialized science subject matter requirement.

- *Lourdes O'Brien, John Adams Middle School, Santa Monica, CA*

Comment:

I strongly support the approval of the Foundational-Level Mathematics Credential. I believe that it would be a welcomed addition and that many credentialed teachers would appreciate the opportunity to attain a Foundational-Level Mathematics Credential.

- *Jack Price, Professor Emeritus and Math Panel Member, California State Polytechnic University, Pomona*
- *Phoebe Roeder, Natural Science Program, Department of Physics, San Diego State University*

Comment:

I strongly support the proposed addition of Biological Sciences (Specialized), Chemistry (Specialized), Physics (Specialized), and Geosciences (Specialized) to the list of approved subject matter areas. As the developer and chief adviser for the single subject science programs at San Diego State University, I have had many frustrated candidates who did not have all the necessary general science courses required to satisfy the current science subject matter requirements. I think that this change should significantly increase the number of qualified science teachers in California.

- Dr. Igor Subbotin, Lead Math Faculty, National University

Responses Representing Organizational Opinions in Opposition

- None.

Responses Representing Personal Opinions in Opposition

- Bruce Arnold. Co-Director Algebraic Thinking Institute (ATI), Math Professional Development for UCSD Partnership Schools (CREATE), Department of Mathematics, University of California, San Diego

Comment:

No, I do not agree with the proposed Title 5 Regulations for the following reasons:

I have two concerns. One, the stated purpose of the proposed regulation is to increase the potential pool of mathematics teachers by encouraging professionals (e.g., engineers) to investigate a second career in teaching. To accomplish this purpose, it appears the proposed regulation is making it easier (in some sense) for these individuals to earn a credential. This leads to my second concern. The content knowledge required for the new area of Foundational-Level Mathematics only includes the mathematics taught in the K-12 mathematics courses (i.e., general mathematics, algebra, geometry, probability and statistics, and consumer math) that the holder of the new credential would be allowed to teach. Specifically, such content knowledge would not require "in-depth knowledge of advanced mathematics". Yes, I believe it is important for a mathematics teacher to understand the subject matter of his course well, analogous to Ma's PUFM. However, I believe that a teacher should also understand the subject matter of mathematics courses immediately preceding his or her course and those immediately following. To understand your subject matter well implies that you understand the foundations of it and how more advanced courses use your subject matter. I would recommend that a teacher of Geometry should understand Trigonometry and Calculus, because geometry lays essential foundations for both courses. If a Geometry teacher did not understand Trigonometry and Calculus, he or she might not be preparing his or her students for these courses.

My bottom line is that every secondary school mathematics teacher should have a strong foundation in mathematics through calculus. I am not suggesting that every teacher needs a deep understanding of courses that follow a basic college course in calculus, e.g, differential equations, linear algebra, number theory, etc.

This represents my personal opinion.

Commission Staff Response:

Professor Arnold is specifically concerned with the level of rigor of the subject matter requirements for the Single Subject Teaching Credential in Foundational-Level Mathematics, a concern addressed extensively by both the panel and the Commission. The subject matter requirements in foundation-level mathematics, an authorization targeting 90% of all middle and high school mathematics classes, represent a subset of the subject matter requirements for the Single Subject Teaching Credential in Mathematics. This subset is at the same level of depth and rigor as the full set of subject matter requirements.

Furthermore, these requirements, while aligned to the K-12 Student Academic Content Standards, hold candidates responsible for an understanding and proficiency beyond the student standards. Candidates are required to demonstrate an understanding of the content domains from an advanced standpoint.

- *Dr. Chuck Downing, Director of Teacher Education, Point Loma Nazarene University*

Comment:

Thanks for the information. There is only one SERIOUS THING WRONG WITH THE CODED CORRESPONDENCE. THE SCIENCE PANEL WAS GENERALLY OPPOSED TO THIS WHOLE PLAN FORM [sic] THE BEGINNING. TO BE HONEST WITH YOU, I RESENT MY NAME BE ASSOCIATED WITH THIS IDEA. I KNOW YOU'RE JUST THE MESSENGER IN THIS CASE, BUT I'M PRETTY SURE I SPEAK FOR MANY OF THE PANEL MEMBERS ON THIS. I doubt that I will respond favorably to any future requests for help by the Commission. I understand politics enough to know that this plan was never really open to debate, but to blatantly falsify statements about the panel's work is demeaning and dishonest.

Commission Staff Response:

Please see the response to Ms. Vasta's comment.

- *Judith Kysh, Assistant Professor, San Francisco State University*

Comment:

- A. The current test is at the Foundational Level - a separate presumably lower level test is not needed.*
- B. What level of algebra and geometry? Does this include material currently in Algebra II/Trig courses or Analytic Geometry? This is not clear from what I am reading.*
- C. Unless you include some clear requirement for teachers to upgrade this credential over a period of 5-7 years this will result in an underclass of teachers permanently assigned to teach lower level students - e.g. those who fail algebra in the eight grade. This will lead to higher turnover rates or worse. Those who stay, many of them anyway, will grow old and bitter trying to force an inappropriate curricula on reluctant students - all day, every day. Something is needed, but it needs to be more creative than this.*

Commission Staff Response:

- A. The California Subject Examinations for Teachers (CSET) in Mathematics, to be implemented in January 2003, is based on a set of subject matter requirements that is aligned to the K-12 Student Academic Content Standards, but outlines content knowledge from an advanced standpoint, requiring mathematical understanding and proficiency beyond those standards.*
- B. Under the proposal, the Foundational-Level Mathematics does not authorize trigonometry so a holder could not teach an Algebra II/Trig course, and analytic geometry is traditionally taught as part of a pre-calculus course, which also would not be authorized under this area.*
- C. If individuals who hold a Single Subject Teaching Credential in Foundational-Level Mathematics wish to change their authorization, they will be able to add either the full Mathematics authorization or one in another subject. This was not included in the*

proposed regulatory text because it is already noted in Title 5, Section 80499. Requirements for Adding an Authorization to an Existing Credential.

- *Jodye Selco, Director, The Center for Education and Equity in Mathematics, Science and Technology, California State Polytechnic University*

Comment:

I have to admit that I agree with Chuck on this one. The paragraph I have a problem with is the one that begins:

“As part of the task of reviewing the new K-12 Student Academic Content Standards, the Commission charged its Subject Matter Advisory Panels in Science and Mathematics with exploring possible changes in the existing single subject credential structures that might encourage more individuals to obtain science and mathematics certification. The panel members, who are practicing science and mathematics teachers, faculty members and other California educators, proposed the addition of the Science (Specialized)”

I know for a fact that we did not propose the addition of the science (specialized) credential - we were explicitly opposed to it as a group. We did grudgingly agree to attempt to put restrictions upon what this specialized credential could be used for - some of which has been changed from what the committee recommended. The reason we agreed to make the recommendation we did was because we were told that the law had been passed and we had no option but to attempt to influence how it was put into practice.

I too resent my name being associated with the statement above! As a panel member I know that we did not propose the addition of specialized science credentials.

The other problem I have with the above paragraph portion is that I thought that we were charged with bringing teacher credentialing standards in-line with student standards. I think that we could have made some reasonable recommendations for changes to the K-12 Student Academic Content Standards had that been our charge. I also do not remember being charged with "exploring possible changes in the existing single subject credential structures that might encourage more...certification." Did I sleep through all of this part of our charge?

Commission Staff Response:

Please see the response to Ms. Vasta's comment.

- *Ellen Vasta, Elk Grove Unified School District*

Comment:

I agree with the responses sent by Chuck and Jodye....we were told that the "powers that be" wanted this specialized credential, but it was not something the committee proposed or backed.

Commission Staff Response:

The Commission staff wishes to apologize for the misinformation presented in the material corresponding to these proposed regulations. The Subject Matter Advisory Panel in Mathematics proposed the options for the Foundational-Level Mathematics, while the Science (Specialized) options were presented to the Subject Matter Advisory Panel in

Science for their review. Additionally, both panels were initially established to review and, if needed, revise the subject matter content so it is aligned with the new K-12 Student Academic Content Standards. Because of their knowledge in the respective area, the panels were asked to assist with the options that would encourage more individuals to become teachers these needed fields. The members of the Subject Matter Advisory Panel in Science concurred that there was a need for more science teachers, and the majority agreed with the Science (Specialized) options.

**California
Commission on Teacher Credentialing**

**Meeting of
December 4-5, 2002**

AGENDA ITEM NUMBER: C&CA-1

COMMITTEE: Credentialing and Certificated Assignments Committee of the Whole

TITLE: Proposal to Expand Availability of Intern and Pre-Intern Certificates

 X **Action**

Strategic Plan Goal(s):

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

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

Presented By: Dale Janssen, Mary Sandy and Linda Bond

Prepared By: _____ **Date:** _____
Leyne Milstein
Consultant, Office of Governmental Relations

Approved By: _____ **Date:** _____
Dale Janssen
Director, Certification Assignment & Waivers Division

Approved By: _____ **Date:** _____
Linda Bond
Director, Office of Governmental Relations

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

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

Proposal to Expand Availability of Intern and Pre-Intern Certificates

Credentialing and Certificated Assignments Committee of the Whole

December 5, 2002

Executive Summary

The Federal *No Child Left Behind Act* of 2001 (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be “highly qualified.” Further, that all teachers teaching in core academic subjects are required to be “highly qualified” by the end of the 2005-06 school year. In response to these requirements, staff at the Commission On Teacher Credentialing (CCTC) have assessed current practices and programs to determine what adjustments could be made to assist local districts in their efforts to staff their classrooms in compliance with NCLB.

Fiscal Impact Summary

Funding for this work is provided in the Commission’s baseline budget.

Policy Issues To Be Decided

Should the Commission modify existing practices and programs to: 1) ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document; and 2) preserve California’s teacher preparation pipeline?

Recommendation

That the Commission approve the proposals as outlined in this document and further, directs staff to begin implementation of these changes in order to address the requirements of NCLB.

***Proposal to Expand Availability of
Intern and Pre-Intern Certificates***

***Professional Services Division
November 18, 2002***

Background

The Federal *No Child Left Behind Act of 2001* (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be “highly qualified”. NCLB also requires that all teachers teaching in core academic subjects (i.e. English, reading or language arts, mathematics, science, social sciences, arts), be “highly qualified” by the end of the 2005-06 school year.

The California State Board of Education (SBE) is responsible for developing California’s plan to comply with all NCLB requirements. Discussions continue between the SBE and the United States Department of Education (USDOE) relative to California’s efforts to meet NCLB requirements regarding “highly qualified” teachers. While these requirements have not been defined completely, based on draft guidance issued by the USDOE¹, it appears that teachers hired after July 1, 2002 will need to satisfy the following requirements:

- Bachelor’s Degree;
- Passing score on CBEST;
- Subject matter competence;
- Character fitness; and
- Either be credentialed or be enrolled in a program that leads to a credential.

Based on these criteria, the Commission’s Intern Programs appear to meet the requirements of NCLB.

Over the course of the next four years, California will need to transition approximately 45,000 individuals who are currently serving on a Pre-Intern Certificate, Emergency Permit or a Waiver to a full credential, a significant increase over the number of teachers currently prepared each year. Given the criteria outlined above, Commission staff have assessed current practices and programs to determine what adjustments could be made to assist local districts in their efforts to staff classrooms in compliance with NCLB.

The first effort was to review current CCTC certification practices to ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document. Secondly, staff looked at ways to preserve California’s successful teacher preparation pipeline, a necessity in the face of the pressure that NCLB has created to place a “highly qualified” teacher in every classroom.

¹ “Improving Teacher Quality State Grants”. Title II, Part A Non-Regulatory Draft Guidance USDOE, June 6, 2002.

Certification Documents

The CCTC issues emergency permits and credential waivers to individuals at the request of employers, who are unable to recruit sufficient numbers of fully credentialed staff to fulfill their employment needs. Commission records indicate that a significant number of emergency permits are issued to persons who have satisfied the NCLB criteria outlined above and in some cases have completed most of their credential program. In fact, some individuals hold a full credential in another teaching area.

CCTC staff proposes to discontinue the practice of issuing an emergency permit or waiver document to all individuals who qualify for an Intern Certificate. To qualify for an Intern Certificate a candidate must: hold a bachelor's degree and have passed CBEST, satisfied subject matter requirements, satisfied teacher fitness requirements, and be enrolled in a teacher preparation program. Under current policy and practice, emergency permits may be issued to teachers who already hold a teaching credential but are teaching on special education assignment while they are working on completing their special education credential requirements. Under this proposed change in policy and practice, these individuals could serve on an Intern Certificate while completing their teacher preparation requirements. This process would more accurately reflect a candidate's qualifications and progress towards meeting the State credential requirements and Federal NCLB requirements.

One of the issues that will need to be addressed if the Commission broadens access to the Intern Certificate is ensuring that these individuals, who will not necessarily be enrolled in a State-funded internship program, receive appropriate support, instruction, and supervision. Under this proposed change, CCTC would require the employing school district to document, as part of the application process for the Intern Certificate, that a plan has been developed and will be implemented to provide such support.

Staff proposes that the plan include a written agreement between the candidate, the employing district and the sponsor of the preparation program in which the candidate is currently enrolled. The agreement would include an assurance that the candidate would receive appropriate instructional supervision and there will be a support plan in place and implemented as the individual progresses through the teacher preparation program. Programs and districts will be required to delineate which entity is responsible for each facet of the outlined support program and each entity will be required to verify acceptance of these responsibilities prior to issuance of the document.

Another issue identified by staff that will require further review is the definition of admission to a program of professional preparation. Currently, Emergency Permit holders are required to take six units per year in order to renew the permit. Under the proposed policy, candidates will be issued an Intern Certificate if the employer commits to support and mentoring and if the candidate is formally enrolled in an approved program of professional preparation. Implementation of this proposal may require revisions to the Commission's current standards and/or Title 5 regulations.

This proposal complies with NCLB and would also provide a pipeline to the Intern Program.

Preserving the Pipeline

School districts that are able to hire either fully credentialed teachers or teachers who have completed subject matter and are enrolled in a program leading to a full credential will be able to satisfy the requirements of No Child Left Behind. A substantial number of districts, however, especially those in hard to staff areas, may not be able to hire enough teachers that meet NCLB requirements to staff K-12 classrooms because the supply of qualified teachers may not meet the demand.

The existing teacher development programs administered by the Commission represent a pipeline that has heretofore enabled the state to address the demand for additional teachers, especially in hard to staff schools. Commission staff are currently evaluating these programs to determine the extent to which they can be used or modified slightly to enable districts to satisfy the requirements of NCLB.

As part of this evaluation, staff determined that individuals participating in California's Pre-Intern Program would not meet the NCLB subject matter competency requirements. Pre-Interns, however, are an important part of California's teacher preparation pipeline. In the initial four years of implementing the Pre-intern Program, California has been successful in assisting additional teachers in the state to meet subject matter requirements. CCTC data clearly show that teachers recruited through the Pre-Intern program stay in the classroom, and that these new teachers reflect the diversity of California. Thus, the CCTC staff proposes to reconfigure the pre-intern program to "front load" it so that these participants gain and demonstrate their subject matter competency prior to becoming the teacher of record. These individuals may be hired as paraprofessionals and work while they're in the program. The transition to this reconfigured program would include the following steps:

1. Between 02-03 and 03-04 the CCTC would continue to serve eligible Pre-Interns hired prior to July 1, 2002 in Title I classrooms.
2. Between 02-03 and 05-06 CCTC would continue to serve eligible Pre-Interns placed in non-Title I schools regardless of their hiring date. This option would prepare additional teachers who could enter an Intern program upon completion of subject matter.
3. In January 2003 a request for proposals would be issued to provide grant funding to programs to develop preparation materials for the new CSET examinations (the subject matter tests will change in January and there are currently no preparation materials available.)
4. Beginning in the summer of 2003, a revised Pre-Intern Program would be available for implementation in districts. The new model would provide funds for districts to offer intensive test preparation to candidates who are not the teacher of record but who have met requirements determined by the Commission. This redesigned program would likely allow for several cycles of test preparation during the school year to meet the needs of vacancies occurring after school starts.

This four-step process allows the CCTC to transition the already successful Pre-Intern program over time to one that complies with NCLB requirements, preserving the teacher preparation pipeline at a time when we need it the most.

Recommendation

Staff recommends that the Commission:

1. Make the Intern Certificate available to all candidates who meet the specified requirements regardless of the type of preparation program they are enrolled in;
2. Approve the Pre-intern proposals outlined in 1-4 above; and
3. Direct staff to begin implementation of these changes in order to address the requirements of NCLB.

**California
Commission on Teacher Credentialing**

**Meeting of
December 4-5, 2002**

AGENDA ITEM NUMBER: C&CA-1 --INFOLDER

COMMITTEE: Credentialing and Certificated Assignments Committee of the Whole

TITLE: Proposal to Expand Availability of Intern and Pre-Intern Certificates

 X Action

Strategic Plan Goal(s):

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

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

Presented By: Linda Bond, Dale Janssen and Mary Sandy

Prepared By: _____ **Date:** _____
Leyne Milstein
Consultant, Office of Governmental Relations

Approved By: _____ **Date:** _____
Dale Janssen
Director, Certification Assignment & Waivers Division

Approved By: _____ **Date:** _____
Linda Bond
Director, Office of Governmental Relations

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

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

Proposal to Expand Availability of Intern and Pre-Intern Certificates

Credentialing and Certificated Assignments Committee of the Whole

December 5, 2002

Executive Summary

The Federal *No Child Left Behind Act* of 2001 (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be “highly qualified.” Further, that all teachers teaching in core academic subjects are required to be “highly qualified” by the end of the 2005-06 school year. In response to these requirements, staff at the Commission On Teacher Credentialing (CCTC) have assessed current practices and programs to determine what adjustments could be made to assist local districts in their efforts to staff their classrooms in compliance with NCLB.

Fiscal Impact Summary

Funding for this work is provided in the Commission’s baseline budget.

Policy Issues To Be Decided

Should the Commission modify existing practices and programs to: 1) ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document; and 2) preserve California’s teacher preparation pipeline?

Recommendation

That the Commission (a) make the Intern Certificate available to all candidates who meet the specified requirements regardless of the type of preparation program they are enrolled in, and (b) direct staff to encourage representatives of the K-12 community to develop options for bringing the Pre-intern program into compliance with NCLB.

***Proposal to Expand Availability of
Intern and Pre-Intern Certificates***

***Professional Services Division
December 5, 2002***

Background

The Federal *No Child Left Behind Act of 2001* (NCLB) requires that new teachers hired to teach in Title I schools after July 1, 2002 be “highly qualified”. NCLB also requires that all teachers teaching in core academic subjects (i.e. English, reading or language arts, mathematics, science, social sciences, arts), be “highly qualified” by the end of the 2005-06 school year.

The California State Board of Education (SBE) is responsible for developing California’s plan to comply with all NCLB requirements. Discussions continue between the SBE and the United States Department of Education (USDOE) relative to California’s efforts to meet NCLB requirements regarding “highly qualified” teachers. While these requirements have not been defined completely, based on draft guidance issued by the USDOE¹, it appears that teachers hired after the first day of school in 2002-03 will need to satisfy the following requirements:

- Bachelor’s Degree;
- Passing score on CBEST;
- Subject matter competence;
- Character fitness; and
- Either be credentialed or be enrolled in a program that leads to a credential.

Based on these criteria, the Commission’s Intern Programs appear to meet the requirements of NCLB.

Over the course of the next four years, California will need to transition approximately 45,000 individuals who are currently serving on a Pre-Intern Certificate, Emergency Permit or a Waiver to a full credential or Intern Certificate, a significant increase over the number of teachers currently prepared each year. Given the criteria outlined above, Commission staff have assessed current practices and programs to determine what adjustments could be made to assist local districts in their efforts to staff classrooms in compliance with NCLB.

The first effort was to review current CCTC certification practices to ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document. Secondly, staff looked at ways to preserve California’s successful teacher preparation pipeline, a necessity in the face of the pressure that NCLB has created to place a “highly qualified” teacher in every classroom.

¹ “Improving Teacher Quality State Grants”. Title II, Part A Non-Regulatory Draft Guidance USDOE, June 6, 2002.

Certification Documents

The CCTC issues emergency permits and credential waivers to individuals at the request of employers, who are unable to recruit sufficient numbers of fully credentialed staff to fulfill their employment needs. Commission records indicate that a number of emergency permits are issued to persons who have satisfied the NCLB criteria outlined above and in some cases have completed most of their credential program. In fact, some individuals hold a full credential in another teaching area.

CCTC staff proposes to discontinue the practice of issuing an emergency permit or waiver document to all individuals who qualify for an Intern Certificate. To qualify for an Intern Certificate a candidate must: hold a bachelor's degree and have passed CBEST, satisfied subject matter requirements, satisfied teacher fitness requirements, and be enrolled in a teacher preparation program. Under current policy and practice, emergency permits may be issued to teachers who already hold a teaching credential but are teaching on a special education assignment while they are working on completing their special education credential requirements. Under this proposed change in policy and practice, these individuals could serve on an Intern Certificate while completing their teacher preparation requirements. This process would more accurately reflect a candidate's qualifications and progress towards meeting the State credential requirements and Federal NCLB requirements.

One of the issues that will need to be addressed if the Commission broadens access to the Intern Certificate is ensuring that these individuals, who will not necessarily be enrolled in a State-funded internship program, receive appropriate support, instruction, and supervision. Under this proposed change, CCTC would require the employing school district to document, as part of the application process for the Intern Certificate, that a plan has been developed and will be implemented to provide such support.

Staff proposes that the plan include a written agreement between the candidate, the employing district and the sponsor of the preparation program in which the candidate is currently enrolled. The agreement would include an assurance that the candidate would receive appropriate instructional supervision and there will be a support plan in place and implemented as the individual progresses through the teacher preparation program. Programs and districts will be required to delineate which entity is responsible for each facet of the outlined support program and each entity will be required to verify acceptance of these responsibilities prior to issuance of the document.

Another issue identified by staff that will require further review is the definition of admission to a program of professional preparation. Currently, Emergency Permit holders are required to take six units per year in order to renew the permit. Under the proposed policy, candidates will be issued an Intern Certificate if the employer commits to support and mentoring and if the candidate is formally enrolled in an approved program of professional preparation. Implementation of this proposal may require revisions to the Commission's current standards and/or Title 5 regulations.

This proposal complies with NCLB and would also provide a pipeline to the Intern Program.

Preserving the Pipeline

School districts that are able to hire either fully credentialed teachers or teachers who have completed subject matter and are enrolled in a program leading to a full credential will be able to satisfy the requirements of No Child Left Behind. A substantial number of districts, however, especially those in hard to staff areas, may not be able to hire enough teachers that meet NCLB requirements to staff K-12 classrooms because the supply of qualified teachers may not meet the demand.

The existing teacher development programs administered by the Commission represent a pipeline that has heretofore enabled the state to address the demand for additional teachers, especially in hard to staff schools. Commission staff are currently evaluating these programs to determine the extent to which they can be used or modified slightly to enable districts to satisfy the requirements of NCLB.

The State Board of Education is the state agency responsible for implementing NCLB. The SBE may make a determination in the coming months that individuals participating in California's Pre-Intern Program do not meet the NCLB subject matter competency requirements. Pre-Interns have been an important part of California's teacher preparation pipeline. In the initial four years of implementing the Pre-intern Program, California has been successful in assisting additional teachers in the state to meet subject matter requirements. CCTC data clearly show that teachers recruited through the Pre-Intern program stay in the classroom, and that these new teachers reflect the diversity of California. Thus, the CCTC staff proposes to encourage representatives of the K-12 community, particularly individuals from school districts that will be most impacted by NCLB, to develop options for bringing the Pre-intern program into compliance with NCLB. Such options would include reconfiguring the pre-intern program to "front-load" it so that these participants gain and demonstrate their subject matter competency prior to becoming the teacher of record.

Recommendation

Staff recommends that the Commission:

1. Make the Intern Certificate available to all candidates who meet the specified requirements regardless of the type of preparation program they are enrolled in; and
2. Direct staff to encourage representatives from the K-12 community to develop options for bringing the Pre-Intern Program into compliance with NCLB.

Enhanced Distribution Method for the Notice of Delay List

November 15, 2002

Summary

The Notice of Delay List (NDL), which is published and distributed every week, is a list of applicants who have received a Letter of Inquiry from the Division of Professional Practices (DPP) or whose applications have been rejected because they failed to provide documentation concerning criminal convictions or employment or licensing actions. Commission stakeholders have requested that both DPP and the Certification, Assignment and Waivers Division review enhancing the distribution of the NDL. This agenda item reviews the current process of distributing the NDL and outlines an enhanced distribution method by displaying this information on the Commission's credential lookup web page.

Fiscal Impact

There is a potential savings in postage if the NDL is distributed as proposed in this agenda item.

Background

Education Code Section 44332 authorizes a county board of education (and, in certain circumstances, a school district) to issue a Temporary County Certificate (TCC) so that the board can issue salary payments to employees whose credential applications are being processed by the Commission. The applicant for a TCC must certify under oath that he or she has filed an application for a credential or permit and that, to the best of his or her knowledge, no reason exists why a certificate or permit should not be issued. A TCC is valid for not more than one year from the date issued.

Section 44332 provides that the county board of education or school district must cancel a TCC immediately upon receipt of written notice from the Commission on Teacher Credentialing that the applicant apparently does not possess adequate academic qualifications or has a criminal record that would disqualify the applicant. In addition, a TCC is not valid beyond the time that the Commission provides written notice to the county board of education that the Commission has received facts that may cause denial of the application, or that the Commission has issued or denied the originally requested credential.

DPP issues a NDL every week to county boards of education and school districts listing the names of credential applicants whose TCCs should be cancelled. The people whose names appear on the list include applicants who have received a Letter of Inquiry from DPP indicating that the Commission has received information requiring an investigation into the applicant's fitness to hold a credential, and applicants who disclosed a criminal conviction, employment, or licensing action on their applications but failed to provide documentation requested by DPP.

In the near future, applicants on the NDL will be displayed on the Commission's credential lookup web site that is available to the employers. This information will not be available on the public side of the lookup program since the NDL is not a public document. The Commission's stakeholders have requested electronic access to the NDL to eliminate having to keep separate databases at each county office and school district. Providing electronic access to the NDL will greatly enhance the ability of county boards of education and school districts to determine if they must cancel the TCCs of any teachers they employ and remove them from the classroom. In addition, DPP will initiate a survey of current recipients of the NDL to determine if the mailing of the NDL can be eliminated or sent by electronic mail.

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

Professional Services Division

December 5, 2002

Executive Summary

This item presents a subject matter program recommended for approval by the appropriate review panel, 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 program.

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

Professional Services Division

December 5, 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 presents a subject matter program recommended for approval since the last Commission meeting by the appropriate review panel, according to procedures adopted by the Commission.

Summary Information on an Elementary Subject Matter Preparation Program 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:

National University

National University is a nonprofit institution of higher learning dedicated to the adult learner. The University is geographically dispersed, with its academic and administrative center located in La Jolla, California. From its administrative center, National University supports a variety of academic and learning centers across California, making learning convenient for students from Chula Vista to Redding. National University has approximately 16,000 full time students, and has averaged 58 ESM graduates for the past six years.

Pathway to Subject Matter Competence: National University offers the Multiple Subjects major and a Certificate in Multiple Subjects.

Features:

- The elementary Subject Matter Program at National University features an Integrative and Expressive Arts course in which students create, rehearse, and stage an interdisciplinary performance in a public school classroom.

- The program includes an online, interdisciplinary capstone course that brings together candidates from all over the state and from each depth (concentration) area.

- National University offers a Certificate in Multiple Subjects. Designed for candidates with bachelor's degrees from out of state, or in fields other than liberal studies, the certificate includes the core of the state-required content, a targeted depth course, as well as the capstone experience.

Recommendation

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

- National University

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

Professional Services Division

December 5, 2002

Executive Summary

In March 2002, the Commission approved new Professional Teacher Induction Standards under SB 2042. In November 2002, the Commission approved awarding two Induction planning grants under the federal Title II Teacher Quality Enhancement State Grant to two private K-12 district/IHE consortia, both in Southern California. This agenda item describes two additional Induction-focused planning grant applications from private K-12 schools/IHE consortia to be funded by the Title II Teacher Quality Enhancement State Grant.

Fiscal Impact Summary

The private K-12 district/IHE consortia Induction planning grants will be funded entirely from the federal Title II Teacher Quality Enhancement State Grant.

Policy Issues To Be Decided

Should the Commission approve the two additional private K-12 district/IHE consortia Induction-focused Title II planning grants?

Recommendation

Staff recommend that the Commission approve the two additional private K-12 district/IHE consortia Induction-focused Title II planning grants.

Approval of Title II Induction Planning Grants to Private K-12/IHE Consortia
Professional Services Division

December 5, 2002

Background Information

At its November 7, 2002 meeting, the Commission approved awarding two Induction-focused planning grants to private K-12/IHE consortia under the federal Title II Teacher Quality Enhancement State grant. These planning grants are within the scope of work approved by the U.S. Department of Education, by the Title II State Advisory Committee, and by the Commission for the Title II Teacher Quality Enhancement State grant. The deadline for application for the Title II Induction planning grants for private K-12 districts/IHE consortia was November 15, 2002. Two additional applications were received between November 7 and November 15, 2002 and are described below.

Title II Induction Planning Grants for Private K-12 Schools

Staff recommends that the following two private K-12 district/IHE consortia 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), Northern California Regional Induction Program Consortium. This consortium consists of the ACSI, 10 WASC-accredited ACSI-affiliated Northern California K-12 schools, and Bethany College.

(2) The Archdiocese of San Diego. This consortium consists of the Office for Schools, Archdiocese of San Diego, six WASC-accredited Catholic K-12 schools in the greater San Diego area, the University of San Diego High School, and the University of San Diego.

**California
Commission on Teacher Credentialing**

**Meeting of
December 4-5, 2002**

AGENDA ITEM NUMBER: PREP - 3

COMMITTEE: Preparation Standards

TITLE: Accreditation Activities Workplan Proposal

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

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

- Sustain high quality standards for the preparation of professional educators
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs

Presented By: Lawrence Birch

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

Accreditation Activities Workplan Proposal

Professional Services Division

December 5, 2002

Executive Summary

This agenda report discusses the impact of implementation of the SB 2042 standards upon institutions and program reviewers. A plan is presented to focus accreditation activities on the implementation of new program standards.

Fiscal Impact Analysis

The expenses of the accreditation system are supported by the base budget of the Commission.

Recommendation

Staff recommends that the Commission focus accreditation activities for the next two years on initial program accreditation reviews to implement the SB 2042 standards.

Accreditation Activities Workplan Proposal

Professional Services Division

December 5, 2002

Background

The California Commission on Teacher Credentialing has over the past 14 months adopted five sets of standards for the major reform of teacher preparation pursuant to SB 2042. In adopting the standards, the Commission also adopted an ambitious implementation timeline in order to have the reforms in place at the earliest date possible. Teacher preparation sponsors in the state have undertaken these reforms with enthusiasm and are devoting considerable efforts to revise programs and meet the new standards. Thirty institutions or school districts were early adopters of the standards and submitted program proposals in April 2002. The remainder of the program sponsors applied for one of the six subsequent submission windows. All programs for the multiple and single subject credentials and for elementary subject matter will have been reviewed for initial program accreditation by December 2003. Last month, the Commission adopted the implementation timeline for the Teaching Performance Assessment, a significant feature of the SB 2042 reform. Implementation of all of these reforms requires considerable effort on the part of program sponsors and Commission staff. Review of the SB 2042 program proposals also requires the assistance of a large number of trained reviewers to evaluate the adequacy of responses to the new standards.

Program representatives have testified before the Commission of their support of the SB 2042 reforms, while at the same time recognizing the impact of the implementation schedule on the human and material resources of the program sponsors. Faculty members and administrators are embracing the new standards, but are experiencing the challenge of meeting the time and energy demands necessary to develop revised programs while simultaneously continuing ongoing responsibilities. In addition, many institutions are also submitting revised preparation programs based upon the new standards for pupil personnel services credentials and are anticipating new standards for administrative services credentials in the near future.

In light of all of these implementation efforts, the Commission could create some measure of relief for program sponsors by allowing them to devote their efforts to preparing for initial accreditation of these new programs and to postpone efforts related to the continuing accreditation of their institutions. For both the 2001-2002 and the 2002-2003 accreditation cycles, the accreditation activities could be focused on initial program accreditation. This would allow both the institutions and Commission staff to devote full effort to an effective transition under SB 2042 standards.

In addition, the Commission will soon receive the final report of the three-year evaluation of the *Accreditation Framework*. This focusing of efforts on initial program accreditation rather than continuing accreditation would provide the time needed for the Commission and the Committee on Accreditation to consider carefully the findings of the evaluation study and to make appropriate modifications in the accreditation system. Furthermore, the Commission and

institutions are awaiting word on the impact of the implementation of the *No Child Left Behind Act* (NCLB) and its effect on programs.

Some institutions have chosen voluntarily to seek or maintain accreditation by the National Council for Accreditation of Teacher Education (NCATE). California is one of the partnership states with NCATE and there are specific protocols that must be followed if an institution is to gain NCATE accreditation. All NCATE visits in California are merged and require state and national team members to work together evaluating the institution and all of its programs. Therefore, all NCATE merged visits would be held under the partnership protocol.

Following are the institutions/programs currently scheduled for continuing accreditation site visits during the 2002-2003 year.

2002-2003 Accreditation Cycle

Fall 2002 Visits (Already Completed)

Merged COA/NCATE Visit

Nov. 16-20, 2002 California State University, Northridge

Non-NCATE Visits

Nov. 3-6, 2002 University of Southern California

Nov. 12-14, 2002 San Joaquin County Office of Education

Spring 2003 Visits

Merged COA/NCATE Visits

March 15-19, 2003 San Jose State University

March 22-26, 2003 Loyola Marymount University

San Diego State University

Non-NCATE Visits

March 9-12, 2003 CSU Chico

Vanguard University

March 30-April 2, 2003 Dominican University

April 6-9, 2003 Holy Names College

April 27-30, 2003 Phillips Graduate Institute

May 11-14, 2003 UC, Riverside

San Diego Unified School District

TBA Loma Linda University

Following are the institutions/programs currently scheduled for continuing accreditation site visits during the 2003-2004 year.

2003-2004 Accreditation Cycle

Merged CTC/NCATE Visits

Alliant International University (formerly USIU)-Initial
Cal Poly, San Luis Obispo-Initial
California Lutheran University-Initial
California State University, Los Angeles-Continuing
University of the Pacific-Continuing

Non-NCATE Visits

Inter-American College
Mills College
Notre Dame de Namur University
Orange County Office of Education District Internship Program
Patten College
Sacramento County District Internship Program
Simpson College
UC, San Francisco
Westmont College

Staff Recommendation

That the Commission focus its accreditation activities for the remainder of 2002-2003 and all of 2003-2004 on initial program accreditation activities to implement fully the SB 2042 standards. All institutions/programs formerly scheduled for site visits in those time periods will have the visits delayed for two years, with the exception of all NCATE/CCTC merged visits, which will be held according to schedule.

**California
Commission on Teacher Credentialing**

**Meeting of
December 4-5, 2002**

AGENDA ITEM NUMBER: **PREP-4**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Introduction of Draft Standards for Administrative
Services Credentials and Proposal to Adopt the School
Leaders Licensure Assessment**

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

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

Presented By: **Mary Vixie Sandy**

Prepared By: _____

**Mary Vixie Sandy, Director
Professional Services Division**

Date: _____

Authorized By: _____

**Dr. Sam W. Swofford
Executive Director**

Date: _____

**Introduction of Draft Standards for Administrative Services Credentials and
Proposal to Adopt the School Leaders Licensure Assessment**

These materials will be provided as an in-folder item.

**California
Commission on Teacher Credentialing**

**Meeting of
December 4-5, 2002**

AGENDA ITEM NUMBER: **PREP-4 -INFOLDER**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Introduction of Draft Standards for Administrative
Services Credentials and Proposal to Adopt the School
Leaders Licensure Assessment**

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

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

Presented By: **Mary Vixie Sandy**

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

Prepared By: _____ **Date:** _____
 Jim Alford, Assistant Consultant
 Professional Services Division

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

Introduction of Draft Standards for Administrative Services Credentials and Proposal to Adopt the School Leaders Licensure Assessment

Professional Services Division

December 5, 2002

Executive Summary

Staff has continued its work in implementing the Commission's directives to reform and restructure California's administrative services credentials. Included in this item are new draft standards for preliminary administrative services credential programs; a proposed new structure for professional administrative services credential activities and requirements; and a recommendation to adopt the School Leaders Licensure Assessment to serve as the examination option for obtaining the California Preliminary Administrative Services Credential.

Fiscal Impact Summary

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

Policy Issues To Be Decided

Should the Commission continue in its efforts to reform and restructure California's administrative services credentials by adopting the recommendations below?

Recommendation

Staff recommends that the Commission:

1. Authorize staff to circulate draft standards for preliminary administrative services credential programs for field review and input;
2. Adopt the proposed structure for professional administrative services credential activities and requirements;
3. Direct staff to initiate the process for Title 5 Regulation amendments to establish the proposed structure for professional administrative services credential activities and requirements; and
4. Adopt the School Leaders Licensure Assessment pursuant to the provisions of SB 1655 to serve as the examination option for obtaining the California Preliminary Administrative Services Credential.

**Introduction of Draft Standards for Administrative Services Credentials and
Proposal to Adopt the
School Leaders Licensure Assessment**

Professional Services Division

December 5, 2002

Staff has continued its work in implementing the Commission's directives to reform and restructure California's administrative services credentials. Included in this item are:

1. New draft standards for preliminary administrative services credential programs.
2. A proposed new structure for professional administrative services credential activities and requirements.
3. A recommendation to adopt the School Leaders Licensure Assessment to serve as the examination option for obtaining the California Preliminary Administrative Services Credential.

Staff recommends that the Commission:

1. Authorize staff to circulate draft standards for preliminary administrative services credential programs for field review and input;
2. Adopt the proposed structure for professional administrative services credential activities and requirements;
3. Direct staff to initiate the process for Title 5 Regulation amendments to establish the proposed structure for professional administrative services credential activities and requirements; and
4. Adopt the School Leaders Licensure Assessment pursuant to the provisions of SB 1655 to serve as the examination option for obtaining the California Preliminary Administrative Services Credential.

**Draft Standards of Quality and Effectiveness for
Educational Leadership Preparation Programs Leading to
the Preliminary Administrative Services Credential**

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings - that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of learning theory. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on, the Candidate Competence and Performance Standards in Category III.

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

- 1(a) The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.
- 1(b) The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theory and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.
- 1(c) The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate's completion of the program.
- 1(d) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III.
- 1(e) *For an internship program, the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.*

- 1(f) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the preliminary administrative services credential.

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners shall be cooperatively established and the terms and agreements of the partnership shall be binding on both parties with each partner sharing the responsibility for the implementation and success of the program.

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

- 2(a) The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and other groups.
- 2(b) Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis. Dialogue between partners effectively assists in the identification and resolution of program issues and candidate needs.
- 2(c) Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.
- 2(d) Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.
- 2(e) Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Standard 3: Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice related to leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building, communication skills, the ability to articulate, apply and evaluate theories of leadership, an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment, an understanding of standards-based accountability systems, and the ability to use data to make decisions regarding program improvement.

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

- 3(a) By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.
- 3(b) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.
- 3(c) As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.
- 3(d) *For an internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.*

Program Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

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

Program Elements for Standard 4: Equity, Diversity and Access

- 4(a) The program prepares candidates to effectively lead a school site by increasing the knowledge of all members of the extended school community with respect to background experiences, languages, skills and abilities of student populations; and by preparing candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- 4(b) The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.
- 4(c) The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of all members of the extended school community.
- 4(d) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and

maintains high expectations for the academic achievement of all participants in all contexts.

- 4(e) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.
- 4(f) The program develops each candidate's capacity to recognize each student's specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; identify and provide resources for students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

Program Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

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

- 5(a) The program prepares candidates to discuss and debate the purpose of schooling in a democratic society.
- 5(b) The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving all members of the community in the life of schools.
- 5(c) The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.
- 5(d) The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.
- 5(e) The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.
- 5(f) The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Program Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

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

- 6(a) Shared Vision of Learning The program provides an opportunity for the candidate to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.
- 6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflection, and addresses the need for reflection across the program.
 - 6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.
 - 6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.
 - 6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

- 6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.
- 6(b) Culture of Teaching and Learning The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.
- 6(b)(1) The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.
- 6(b)(2) The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.
- 6(b)(3) The program provides an opportunity for the candidate to study and apply diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.
- 6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, evaluate strategies to improve student achievement.
- 6(b)(5) The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.
- 6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.
- 6(c) Management of the School in the Service of Teaching and Learning The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

- 6(c)(1) The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.
- 6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.
- 6(c)(3) The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.
- 6(c)(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.
- 6(c)(5) The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.
- 6(c)(6) The program provides an opportunity for the candidate to develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning.
- 6(c)(7) The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators the unions in these processes.
- 6(c)(8) The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.
- 6(c)(9) The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.
- 6(d) Working With Diverse Families And Communities The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to

examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

- 6(d)(1) The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.
 - 6(d)(2) The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.
 - 6(d)(3) The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students' success.
 - 6(d)(4) The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
 - 6(d)(5) The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.
 - 6(d)(6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.
- 6(e) Personal Ethics and Leadership Capacity. The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of

others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

- 6(e)(1) The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and evaluation and reflect upon the learning from these opportunities for practice in course work and field work.
 - 6(e)(2) The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.
 - 6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.
 - 6(e)(4) The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.
- 6(f) Political, Social, Economic, Legal and Cultural Understanding. The program provides an opportunity for the candidate to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.
- 6(f)(1) The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.
 - 6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.

- 6(f)(3) The program provides opportunities for the candidate to engage in discussions and solve authentic school problems involving complex issues, including meeting the needs of students and staff with disabilities, evaluating certificated as well as non-certificated staff, providing appropriate services in different settings to English learners, ensuring school safety, administering student discipline, and addressing harassment.
- 6(f)(4) The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.
- 6(f)(5) The program provides an opportunity for the candidate to learn how to open the school to the public, be responsive to diverse community and constituent views, and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Standard 7: Use of Technology

Each candidate in the program effectively manages the various uses of technology for instructional and administrative purposes in the educational setting. Candidates learn to use, manage and make decisions about several forms of technology. Candidates learn what forms of technology are appropriate for schools, and how these technologies can contribute to instructional support, administrative decision making, and the management of data.

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

- 7(a) Each candidate has opportunities to develop and improve in their competence of using technological tools.
- 7(b) Each candidate understands the importance and role of multi-media technologies for instructional support, administrative decision-making, and the management of data in schools.
- 7(c) Each candidate uses computers and other technologies in the performance of administrative responsibilities.
- 7(d) Each candidate is able to make informed decisions about appropriate technologies for school use.
- 7(e) Each candidate is able to manage the use of technology for the improvement of the instructional program.

Category II: Field Experiences in the Standards

Standard 8: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

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

- 8(a) The field experience duties are closely related to the job performance requirements of administrators.
- 8(b) Linkages are made between the field experiences and the content of coursework in school administration.
- 8(c) The program supervisor provides appropriate, on-site direction to the quality of the field experience assignments.
- 8(d) Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator during the regular school day.
- 8(e) Authentic and significant field experiences are required for each candidate in a variety of school levels and a variety of school settings, including at least one site with a diverse school population.
- 8(f) Field work experiences include opportunities to deal with long term educational policy issues in the school or district.
- 8(g) *For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.*
- 8(h) *For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.*

Standard 9: Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

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

- 9(a) Guidance, assistance, and feedback encompass all of the components of the Standards of Candidate Competence and Performance in Category III which occur in the field experiences.
- 9(b) The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s) and program supervisor(s).
- 9(c) The information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.
- 9(d) The final field experience evaluation is made by the program supervisor with the involvement of the supervising administrator.

Category III: Standards of Candidate Competence and Performance

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- 10(b) Each candidate is able to communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 10(d) Each candidate can identify and address barriers to accomplishing the vision.
- 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- 10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 11(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
- 11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.
- 11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- 11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.
- 11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- 12(b) Each candidate can establish school operations, patterns, and processes that support student learning.
- 12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.
- 12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
- 13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.
- 13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.
- 13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 13(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.
- 14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 14(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 14(h) Each candidate engages in professional and personal development.
- 14(I) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- 14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- 14(k) Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community

15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Category III. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.

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

- 16(a) By design, candidates are assessed through the use of both formative and summative assessments embedded throughout the program. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.
- 16(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.
- 16(c) The assessment is administered by the program sponsor and includes at least one program supervisor.
- 16(d) The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.
- 16(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.
- 16(f) One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate's competence and performance.
- 16(g) The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.

16(h) The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.

Proposal for New Professional Administrative Services (Tier II) Credential Guidelines and Application Requirements

By strengthening the standards for preliminary administrator preparation programs to more fully prepare administrators prior to certification the Commission gains the opportunity to establish a new process for the professional credential that focuses on the individualized needs of new administrators and the requirements of their current work assignment. Input from a variety of stakeholders and information sources has consistently indicated a need to revise these requirements to focus on mentoring, support and assistance of the new administrator and to ensure that professional development activities specifically address their particular needs.

At the November 2002 Commission meeting staff presented the concept of a two-dimensional Tier II experience consisting of a mentoring, support and assistance component and a professional development component. Staff recommends establishment of a single individualized process to guide the development, implementation and completion of these two components. The process would consist of the creation of a Professional Development Plan (PDP) based on discussions between the administrator, and their employer. Initially developed within the first 90 days of administrative service, the PDP could be periodically amended as necessary to address changes in the administrator's needs or assignment. The PDP would establish the employer's responsibility for providing appropriate mentoring, support and assistance to the administrator, including the method by which these services would be provided. The PDP would also identify the advanced preparation option the administrator selects and would outline the process by which advanced preparation activities would be completed.

Mentoring, Support and Assistance

The proposed new structure for the professional credential would hold the employer responsible for providing appropriate mentoring, support and guidance to the new administrator. While a wide variety of methods for providing these services might be utilized, certain aspects of these activities should consistently meet a reasonable level of quality and availability. To that end staff is developing guidelines for the Commission's consideration regarding mentoring, support and assistance to address such issues as mentor selection and qualifications, frequency of support activities, and appropriate forms and sources of assistance. The guidelines would not require the Commission to monitor the mentoring process, but they would serve to guide the employer in developing a practical mentoring process that meets the needs of the new administrator.

To ensure that appropriate services are provided, staff is recommending that the Commission establish a requirement for each district hiring new administrators to: 1) develop a plan that describes how they intend to meet the Commission's guidelines for mentoring, support, assistance and professional development; 2) have their local governing board formally adopt the plan; and 3) when a candidate has completed their PDP, have the local governing board take formal action certifying that the candidate has completed the requirements for the professional credential consistent with the adopted plan.

Advanced Preparation

As presented in the November Commission meeting, new administrators will have a number of options for meeting the advanced preparation requirement for the Professional Administrative Services Credential, including:

4. Completion of a university-based advanced preparation program;
5. Completion of an advanced preparation program offered by an alternative provider;
6. Passage of a Commission-adopted performance assessment;
7. Completion of AB 75 training;
8. Demonstrated mastery of fieldwork performance standards.

The role of the PDP for this component of professional credential requirements would be to establish the advanced preparation option selected by the new administrator and the means, including the entity, through which this preparation is to be completed. Making the advanced preparation component a part of the PDP ensures that the new administrator and the employer will discuss the appropriateness of the option selected and will agree that the selection meets the needs of both the employer and the administrator. The process will also allow for confirmation that the selection option is available to the administrator and will assure that the mentor has access to information about the advanced preparation activities the new administrator plans to undertake.

Application Requirements

The process that staff currently foresees for administrators preparing to apply for their Professional Administrative Services Credential would include documentation of completion both components of the PDP. This would include verification by both the employer and the administrator that mentoring, support and assistance were provided that met both the guidelines established by the Commission and the mentoring plan established in the PDP. Verification of completion of the advanced preparation component would also be provided by the employer and the administrator, accompanied by the appropriate documentation of completion for the option selected. For example, individuals opting for the performance assessment would submit the testing company's verification of passage of the assessment, while individuals completing AB 75 training would submit certification of completion of the training. A copy of the administrator's PDP, signed by both the employer and the administrator, would also be submitted. Staff will establish an auditing process similar to that currently used for verifying completion of professional growth activities to ensure proper compliance with the requirements for obtaining the Professional Administrative Services Credential.

Recommendation to Adopt the School Leaders Licensure Assessment to Serve as the Examination Option for the California Preliminary Administrative Services Credential

The passage of Senate Bill 1655 (Scott) established the Commission's authority to select and adopt an examination aligned with state administrator preparation to serve as an alternative route to obtaining a preliminary administrative services credential. As the attached draft standards for preliminary administrative services credential programs were developed based on the California Professional Standards for Educational Leaders (CPSEL), which are closely aligned with the standards for administrators developed by the Interstate School Leaders Licensure Consortium (ISLLC), staff noted the availability of an examination developed to assess a candidate's ability to meet ISLLC standards.

The School Leaders Licensure Assessment, developed and administered by Educational Testing Service (ETS), was formed directly from the ISLLC standards, and thus is uniquely suited to serve as California's examination route for obtaining a preliminary administrative services credential. Upon identifying the appropriateness of the School Leaders Licensure Assessment for this purpose, staff initiated prerequisite activities for the use of the examination, including conducting a standard-setting activity using experienced California school administrators in this process.

While candidates for the preliminary credential will be able to substitute passage of this examination for completion of a formal administrator preparation program, it should be noted that 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.

Staff recommends that the California Commission on Teacher Credentialing act to adopt the School Leaders Licensure Assessment to serve as the examination option for obtaining the California Preliminary Administrative Services Credential, pursuant to the provisions of Senate Bill 1655.