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# 5B

## Information/Action

### *Legislative Committee of the Whole*

#### Analyses of Bills of Interest to the Commission

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## AGENDA INSERT

**Executive Summary:** Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bills' provisions, estimate its costs and recommend amendments if applicable.

Information will be provided in an Agenda Insert.

**Recommended Action:** The Commission may take a position on the measures. Positions of the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose, or No Position.

**Presenter:** Bonnie Parks, Director, Office of Governmental Relations

#### Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymaker's on key education issues.

- ♦ Influence legislation regarding the preparation and certification of professional educators

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## ANALYSES OF BILLS OF INTEREST TO THE COMMISSION

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**Bill Number:** Senate Bill 1209

**Author:** Senator Scott

**Sponsor:** Senator Scott

**Subject of Bill:** Implementation of recommendations by The  
Center for the Future of Teaching and Learning:  
*Status of the Teaching Profession, 2005*

**Date Introduced:** January 4, 2006

**Date Last Amended:** March 27, 2006

**Status in Leg. Process:** Set for hearing in the Senate Education  
Committee, April 19, 2006

**Possible Actions:** Should the Commission wish to take a position on  
this bill, the positions for the Commission to  
consider are: Sponsor, Support, Support if  
Amended, Seek Amendments, Watch, Oppose  
Unless Amended, Oppose or No Position

**Date of Analysis:** April 3, 2006

**Analyst:** Marilyn Errett and Anne Padilla

## ***BILL ANALYSIS***

### **Summary**

Recent amendments to SB 1209 added numerous provisions to further implement recommendations from The Center for the Future of Teaching and Learning's report, *Status of the Teaching Profession, 2005*. While the bill is still undergoing technical refinement and more amendments are expected, the new provisions are as follows:

#### **BTSA Block Grant Funding**

Changes the Beginning Teacher Support and Assessment (BTSA) block grant funding calculation to include the number of participating credential candidates in each approved program plus an annual adjustment for inflation. The bill also specifies that programs may retain funding for candidates choosing the early completion option for the time that the candidate would have ordinarily participated in the program.

#### **Basic Skills Exam**

*Out-of-state teachers:* Allows a teacher from out-of-state who has passed a basic skills exam in the state where they received their credential to be exempt from the basic skills exam requirement when seeking a California teaching license, for one year.

*Proxy exams:* Establishes that passing scores, as established by the Superintendent of Public Instruction (SPI), on the Graduate Record Examination (GRE), the Scholastic Aptitude Test (SAT) Reasoning Test and the ACT Plus Writing exam shall substitute as a passing score on the state basic skills exam.

*Cap on exam fees:* Deletes the statutory cap on the state basic skills exam.

#### **California Subject Examinations for Teachers (CSET)**

*Multiple Subject/CBEST Consolidation:* Requires the Commission on Teacher Credentialing (Commission) to modify the CSET Multiple Subjects, to assess test takers' basic writing skills at the level and rigor of the California Basic Educational Skills Test (CBEST) by July 1, 2007. Teacher candidates who pass this modified exam would not be required to take the CBEST.

*Multiple Subject/RICA Consolidation:* Requires the Commission to study the feasibility of consolidating the CSET Multiple Subjects and Reading Instruction Competency Assessment (RICA) and report to the Governor and Legislature by July 1, 2009.

*Single Subject/CBEST Consolidation:* Requires the Commission to consolidate the CSET Single Subject exam and the CBEST exam by July 1, 2009.

#### **BTSA/Intern language**

Corrects a drafting error in the bill, as introduced, that would have allowed Intern candidates to by-pass BTSA.

#### Education Specialist

Requires the Commission to report to the Legislature and the Governor by December 1, 2007 on the existing process and requirements for obtaining a specialist credential in special education and recommend modifications to enhance and expedite the credentialing process.

#### Professional Growth for Renewal of a Professional Clear Credential

Requires one of the following every five years for the renewal of a professional clear credential: 1) continuous employment as a classroom teacher or successful service authorized by a services credential for no less than three of the previous five years; or 2) completion of 150 hours of professional growth.

Deletes the role and verification authority of local professional growth advisors.

Deletes the code section allowing for a one-time, two-year extension of a professional clear credential for individuals who did not complete professional growth requirements.

#### Interns

Subject to approval by an induction program director, allows a beginning teacher to by-pass elements of an induction program that were previously completed in an intern program.

#### BTSA Study

Requires the Commission and the Superintendent of Public Instruction (SPI) to prepare a study of BTSA by December 1, 2007 with specific attention to the following:

- Determining whether local teacher induction programs are meeting standards of “program effectiveness” and “program quality,” as defined;
- Recommending revisions to laws, regulations or policies to eliminate duplicative requirements between teacher preparation and induction programs;
- Recommending program revisions to ensure that teacher candidates are not engaged in unproductive activities;
- Recommending ways to ensure that beginning teachers receive mentorship from experienced teachers who are familiar with the grade span, subject matter and teaching and classroom management techniques of each beginning teacher.

The SPI and the Commission would be required to: 1) revise standards for BTSA programs by July 1, 2008 to conform as necessary to the findings of the study; 2) identify and disseminate effective practices and techniques to local induction programs; 3) ensure that teacher credential candidates are notified of the BTSA early completion option.

#### Teacher Performance Assessment (TPA)

Implements the statewide TPA by funding Commission and teacher preparation program costs associated with the administration of the assessment. The Commission would be

required to ensure that each teacher preparation institution's TPA is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs.

#### Intern Program Incentive Grant Awards

Creates a separate intern incentive grant award that would provide an additional \$4,000 per intern per year, to programs that agree to use the increased funding for the following purposes:

- Intensive preservice training focused on the teaching of English language learners;
- Increased observation, supervision assistance and assessment of interns by experienced teachers, as specified; and
- Maintenance of a ratio of one experienced teacher to five teacher interns at the same school site.

In addition, to continue to receive increased intern program funding, programs would need to demonstrate to the Commission that no high priority school will have a higher percentage of beginning teachers than the district wide average of beginning teachers at a school in that year.

#### Certificated Staff Mentoring Program

Creates a Certificated Mentoring Program, as specified, administered by the SPI to encourage mentor teachers to teach in priority schools and assist beginning teachers in their first years of teaching.

#### Personnel Management Assistance Teams

Establishes personnel management assistance teams, designated by the SPI, to provide technical assistance to school districts in establishing and maintaining effective personnel management, recruitment and hiring processes.

#### Alternative Salary Schedules

Allows districts to collectively bargain an alternative salary schedule with unions representing teachers within their district.

#### Funding

Allocates an unspecified amount to the Commission and the SPI for the purposes of the legislation.