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Information

General Session

Update on the SB 1209 (Chap. 517, Stats. 2006) Implementation Plan

Executive Summary: Staff will present an update on the Commission's implementation of SB 1209 (Chap. 517, Stats. 2006).

Recommended Action: For information only.

Presenters: Terri H. Fesperman, Consultant, Certification, Assignment and Waivers Division; and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal(s):

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

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

March 2007

Update on the SB 1209 (Chap. 517, Stats. 2006) Implementation Plan

Introduction

On September 28, 2006, the Governor signed SB 1209 (Chap. 517, Stats. 2006), an omnibus education bill, with impact on thirty different provisions of the Education Code. The bill took effect January 1, 2007, but many of the activities directed by this legislation are not effective until later in 2007 or 2008. This agenda item provides an update on the activities related to SB 1209 since December 2006.

Update on Activities Related to SB 1209

The Commission has released a number of *Coded Correspondence* documents, which represent the Commission's official notification to the field, and staff has completed a number of activities related to SB 1209. In addition, a web page devoted specifically to SB 1209 and its implementation has been created, <http://www.ctc.ca.gov/educator-prep/SB1209/default.html>. All information related to SB 1209 is posted on this web page. Table 1, at the end of this item provides the general timeline for the activities related to SB 1209. Following is an update on the implementation of the provisions of SB 1209 for which the Commission is responsible.

Credentialing Requirements Update

Professional Growth Requirements: Renewal of Professional Clear Credentials

Education Code section 44277, which outlines the professional growth requirement for the renewal of professional clear teaching and service credentials, was amended by SB 1209. Instead of teachers having mandatory professional growth requirements for credential renewal, school districts are directed to encourage teachers to participate in professional growth activities that align with the descriptions of professional growth requirements in section 44277. This directive pertains to all teaching and service credentials, including designated subjects credentials. The requirement for professional growth remains for child development permit holders.

Sections 44278 and 44279 of the Education Code, related to the appeal procedure for completion of professional growth requirements, are repealed. The measure retains the five-year validity period of clear credentials and retains the update on the background check for renewal.

Update on the Action Plan: Commission staff distributed Coded Correspondence 06-0017 (<http://www.ctc.ca.gov/notices/coded/060017/060017.pdf>) in November 2006. The correspondence clarified that verification of professional growth requirements is no longer a renewal requirement for professional clear credentials and that the Commission returned to using the term 'clear' on credentials issued on or after January 1, 2007. The Commission's online

renewal process was updated to remove the need to verify professional growth requirements for all types of credentials except the child development permits.

California Requirements for Out-of-State Prepared Teachers

SB 1209 changes the options available to out-of-state prepared teachers by directing the Commission to issue a five-year preliminary multiple subject, single subject, and education specialist credential to a teacher with the following requirements:

- Holds a teaching credential in a state other than California.
- Passes California requirements for fingerprint and character and identification clearance.
- Meets the Basic Skills requirement (see section on Basic Skills requirement for all the options).

If the applicant does not meet the basic skills requirement through the options stated above, the employing agency (LEA) can administer a district basic skills exam and, as is currently the practice, the basic skills requirement must be met within the first year of the validity period of the credential or the credential becomes invalid. If the applicant is not employed in California, he/she must satisfy the basic skills requirement before the five-year preliminary credential can be issued. (Note: SB 280 has been introduced and is clean-up language to address this section.)

To simplify the options for earning a clear teaching credential and to ensure that teachers are prepared to educate students who are English learners, SB 1209 requires the following:

For teachers with less than two years of out-of-state teaching experience:

- Completing a Commission-approved beginning teacher induction program, or for the education specialist credential, a Level II education specialist credential program, and
- Earning a California authorization to teach English learners (in California or another state)

For teachers with two or more years of out-of-state teaching experience (evaluations and documentation of experience required):

- Completing 150 hours of professional activities OR a Master's degree or higher or an equivalent number of units in a field related to the credential from a regionally accredited university, and
- Earning a California authorization to teach English learners (in California or another state)

If an out-of-state teacher meets these requirements based on coursework completed out-of-state when first applying for a credential in California, the legislation directs the Commission to issue a clear credential instead of a preliminary credential. The revised requirements for out-of-state prepared teachers are for credentials with an issuance date on or after January 1, 2007.

Update on the Action Plan: The programming changes in the Commission's system (Siebel) are complete and the updated leaflets are available on the Commission's website. Three Coded Correspondence (06-0026, 06-0027, and 06-0028) were released in December 2006 for the out-of-state prepared teachers. Each correspondence specifically addressed a separate issue:

- Education Specialist Teachers: Coded Correspondence 06-0026 (<http://www.ctc.ca.gov/notices/coded/060026/060026.pdf>)
- Transition Options for Credentials with an Issuance Date Prior to January 1, 2007: Coded Correspondence 06-0027 (<http://www.ctc.ca.gov/notices/coded/060027/060027.pdf>)
- Multiple and Single Subject Teachers: Coded Correspondence 06-0028 (<http://www.ctc.ca.gov/notices/coded/060028/060028.pdf>)

California Requirements for Teachers Prepared Outside the United States

SB 1209 updated Education Code section 44274.5 pertaining to teachers prepared in other countries to include an approved induction program to earn a clear credential.

Update on the Action Plan: In February, the Commission distributed Coded Correspondence 07-01 (<http://www.ctc.ca.gov/notices/coded/0701/0701.pdf>) that addressed changes for teachers prepared outside the United States. The revised requirements for teachers prepared outside of California pertain to credentials with an issuance date on or after January 1, 2007.

Out-of-State English Learner Authorization

SB 1209 now allows teachers prepared out-of-state who hold a valid out-of-state credential that authorizes instruction of English learners to earn a California English learner authorization by submitting the appropriate materials to the Commission.

Update on the Action Plan: A Coded Correspondence was released in late February including the options available to earn a California authorization such as the CLAD Certificate for teachers with out-of-state English learner authorization.

Experienced Private School Teachers

SB 1209 requires that private school teachers with six or more years of teaching experience earn or hold an authorization to teach English learners to earn a clear credential.

Update on the Action Plan: In February, Coded Correspondence 07-02 (<http://www.ctc.ca.gov/notices/coded/0702/0702.pdf>) was distributed to clarify the options to complete the new English learner requirement for teachers with private school experience.

Teacher Examinations

The California Basic Educational Skills Test (CBEST)

SB 1209 directs scores determined by the Superintendent of Public Instruction (SPI) on the Graduate Record Examinations (GRE) General Test, the Scholastic Aptitude Test (SAT) Reasoning Test and the ACT Plus Writing test to satisfy the basic skills requirement in lieu of a passing score on the CBEST for the purpose of licensing educators in California. The bill requires the SPI to set a passing rate for the GRE, SAT and ACT by July 31, 2007. In addition, a basic skills examination from another state may be used to meet the basic skills requirement.

Update on the Action Plan: Once passing scores are set by the SPI, staff will develop coded correspondence, train staff, direct programming changes with the Commission database as

needed, and make appropriate changes to leaflets. The Commission sent a letter to the SPI offering to consult and staff met with the Department of Education staff to discuss the passing scores. The December-issued Coded Correspondence 06-0021 (<http://www.ctc.ca.gov/notices/coded/060021/060021.pdf>) contained general information on all options to meet the basic skills requirement.

CSET: Multiple Subjects: Modification to assess basic writing skills

SB 1209 requires that by July 1, 2007, the CSET: Multiple Subjects examination is modified to add an assessment of basic writing skills. Candidates passing this modified examination would not be required to take the CBEST.

Update on the Action Plan: Commission staff is working with NCS, Pearson, Inc. (formerly National Evaluation Systems), the current contactor for the CSET: Multiple Subjects examination, to modify the examination so that it includes an assessment of basic writing skills. The candidates will be able to register for the CSET or the CSET Writing Skills examination beginning with the May 2007 administration of the examination.

Public Study Session RICA/TPA

SB 1209 requires the Commission to conduct a public study session to consider the implications of incorporating the assessment of knowledge, skills, and ability (KSAs) related to effective reading instruction that is currently assessed by the Reading Instruction Competence Assessment (RICA) within the teaching performance (TPA) and report on the outcome of that session to the Legislature and the Governor by July 1, 2007.

Update on the Action Plan: A public study session on the implications of incorporating the assessment of KSAs related to effective reading instruction into the teaching performance assessment was held at the February 7, 2007 Commission meeting. A report of that public study session and recommendations from the session will be presented to the Commission at the April 2007 meeting.

Public Study Session CSET: Single Subjects

SB 1209 requires the Commission to conduct a public study session to discuss the implications of modifying all other CSET: Single Subject examinations to include an assessment of basic skills in reading, writing, and mathematics and report to the Legislature no later than October 1, 2007.

Update on the Action Plan: Commission staff is planning a public study session on the implications of incorporating the assessment of basic skills within the single subject CSET examinations for the June 2007 Commission meeting that will be held in Long Beach. Once the study session takes place, a report will be prepared for the Governor and the Legislature prior to October 1, 2007.

Teaching Performance Assessment (TPA) Update

SB 1209 requires that the TPA be instituted as a statewide requirement for multiple and single subject teacher preparation programs beginning July 1, 2008.

The Commission is required to ensure that each TPA model is state-approved, aligned with the California Standards for the Teaching Profession and consistently applied to candidates in similar preparation programs. To the maximum feasible extent, the TPA is to be ongoing and embedded into the preparation program. The TPA is to produce the following benefits for preparation programs, candidates and employers:

- Formative assessment information will be provided during teacher preparation for use by the candidate and the program, as specified.
- Reported TPA results will be used as one basis for a preparation program to recommend a candidate for a credential.
- Formative assessment information and performance assessments results will be used as a basis for the new teacher's individual induction plan.

The 2006-07 state budget included \$500,000 in federal Title II funds in the California Department of Education's budget to be transferred to the Commission for the continuing development of the TPA and for training purposes.

Update on the Action Plan:

At the December 2006 Commission meeting, the Commission took action to:

- Repurpose the prior Assessment Quality Standards 19-20 as "Assessment Design Standards" for the development and submission of alternative teaching performance assessments for Commission approval.
- Renumber and rename the current Assessment Quality Standards 21-23 as "Preliminary Teacher Preparation Program Standards 19-21."
- Replace *Interim Teacher Preparation Program Standard 19* with the new *Preliminary Teacher Preparation Program Standard 19*.
- Approve minor edits as appropriate due to the reorganization of the standards.
- Adopt an implementation plan related to approval of alternative TPA models, training for the CA TPA model, and the timelines for all program sponsors to respond to Program Standards 19-21.

During late January and early February, staff conducted six regional meetings (San Diego, Los Angeles, Riverside, Sacramento, San Jose and Fresno) to provide technical assistance to all multiple and single subject program sponsors in preparation for full implementation of the TPA as of July 1, 2008.

Staff has scheduled training for three of the CA TPA tasks in both the north and south of the state for March, April and May. In addition, staff has revised the program standard document to reflect the reorganization and renumbering of the standards.

In addition, Commission staff submitted a budget change proposal (BCP) to the Department of Finance for funding in the 07-08 year to support the work required by SB 1209 related to the TPA. The Governor's proposed budget has an additional 2.5 positions allocated for the Professional Services Division to focus on the TPA beginning in 2007-08.

Requirements for the Education Specialist Credential Update

SB 1209 requires the Commission to report to the Legislature and the Governor by December 1, 2007 on the current process and requirements for obtaining a specialist credential in special education and recommend modifications to enhance and expedite these procedures.

The 2006-07 state budget included \$200,000 in federal Title II funds in the California Department of Education's budget to be transferred to the Commission for the review of the current requirements and to recommend modifications.

Update on the Action Plan:

In December 2006, the application materials for the Special Education Credential Work Group were sent to all stakeholders with a due date in mid January 2007. The applications were reviewed and Work Group members were selected according to Commission procedures. In selecting members, a number of balancing factors were considered, including areas of specialty in special education, gender, ethnicity, geographic region, and employment (K-12 or higher education). In mid-February 2007 the panel members were notified of their selection and the first meeting of the work group was scheduled for February 23, 2007.

Professional Clear Program Standards (Induction and Fifth Year programs)

SB 1209 recasts requirements for professional clear credential programs (Induction and Fifth Year programs) to focus on application of knowledge and skills previously acquired in a preliminary credential. The bill deletes references to "the study of" specific subjects in favor of applied knowledge and skill in the areas of health, mainstreaming, and advanced computer-based technology.

Update on the Action Plan: Staff sent a letter (<http://www.ctc.ca.gov/educator-prep/SB1209/update-2007-01-03.html>) to all institutions and local education agencies that sponsor either Induction or Fifth Year of Study programs that described a staged implementation for this provision of SB 1209. An Induction/Fifth Year of Study stakeholder meeting was held at the Commission on February 13, 2007 to discuss the program standards

Beginning Teacher Support and Assessment (BTSA): Program Review

SB 1209 requires that by December 1, 2007, the SPI and the Commission to report on the current status of the BTSA program. The report, at a minimum, is to review the articulation of teacher preparation programs and teacher induction programs to eliminate duplicative requirements and address certain areas, as specified.

By July 1, 2008, the SPI and the Commission are to review and revise (as necessary) the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* to ensure that these standards address the application of knowledge and skills previously acquired in a preliminary credential program and to remove any requirements or activities that cause candidates to duplicate the acquisition of knowledge previously obtained through coursework.

The SPI and the Commission are also charged with revising the formative assessment system, as necessary.

SB 1209 also specifies that, subject to verification and approval by an induction program director, a beginning teacher would not be required to demonstrate that an induction standard has been met, or complete an element of an approved induction program designed to assist a candidate in mastering a given standard, if the candidate previously met the induction standard while participating in a Commission-approved preparation program.

Update on the Action Plan: Commission staff is working with the California Department of Education on the study that will be completed by the University of California, Riverside. To date, consent form and state survey data have been shared with the research team and both the BTSA Induction and Intern programs have been identified for in-depth study. A report to the Governor and the Legislature will be submitted by December 1, 2007. If, based on the report, the Induction Standards need to be modified, the standards will be modified by July 1, 2008. If the standards are modified, programs will be advised of the modifications and a program amendment process will be implemented.

Intern Programs and Funding Update

SB 1209 provides additional incentive funding to programs that agree to add specific enhancements to their intern programs:

- 40 clock hours of preparation in addition to the current 120 clock hours of preservice preparation.
- At least 40 clock hours of annual site support for each intern by a similarly certified support provider at the intern's school.
- Maintain specified ratios and comparative percentages of new and experienced teachers in high priority schools.

Programs are required to maintain a ratio of no less than one experienced teacher to five teacher interns at the same school site. To continue receiving enhanced intern program funding, a school district needs to demonstrate to the Commission that no high priority school has a higher percentage of beginning teachers than the district-wide average of beginning teachers in that year.

Increased funding of up to a total of \$3,500 (\$1,000 above the current state contribution of \$2,500 per intern) will be provided to a school district or county office of education that meets all new program requirements.

SB 1209 also requires the Commission to include the number of school districts and county offices of education receiving increased funding and the number of interns for whom increased funding is claimed in the annual *Teacher Supply* report to the Legislature.

The 2006-07 state budget included \$6.8 million in Proposition 98 General Funds in the California Department of Education's budget to be transferred to Commission for the Enhanced Intern Program.

Update on the Action Plan: Commission staff prepared and released a document (<http://www.ctc.ca.gov/educator-prep/SB1209/PDF/Enhanced-Internship-Guidelines.pdf>) to all programs to guide them in providing the Enhanced Intern program. Program sponsors who intent to offer the enhanced intern option were required to submit a program amendment by February 15, 2007 describing the modifications and support that participating programs will provide to their interns. Information on the number of school districts and county offices of education that receive increased funding will be included in the annual *Teacher Supply* report.

Next Steps:

Staff will return with additional information at future Commission meetings as the provisions of SB 1209 continue to be implemented.

Table 1: SB 1209 General Timeline

Task	2006				2007												2008							
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	
Credentialing Requirements																								
Professional growth requirement for renewal of credential				●																				
Out-of-state and out-of-country prepared teachers credential requirements				●																				
Teacher Examinations																								
3 additional examinations meet the basic skills requirement once SPI sets passing scores																								
Modify CSET: MS to include an assessment of basic skills writing																								
Hold a study session on including RICA in the TPA. Develop report for the Commission, Legislature and Governor																								
Hold a study session on assessing basic skills in the CSET single subject examinations. Develop a report for the Commission, Legislature and Governor																								
Teaching Performance Assessment: Prepare to implement the TPA as a program completion requirement, effective July 1, 2008																								
Education Specialist: Review credential requirements and report to the Governor and legislature																								
Professional Clear Credential: Induction and Fifth Year																								
Deletion of "Study of" in program standards				●																				
Demonstration of skills learned in the preliminary preparation program																								
May meet an induction standard while in preliminary preparation program				●																				
Beginning Teacher Support and Assessment Induction Program and Funding																								
Study the Induction and Intern programs																								
Revise the standards, as necessary, based on the study																								
Enhanced Intern Program																								

Activity has been completed —●—

Activity is ongoing and has not been completed —>—