
7B

Action

Professional Services Committee

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2005-2006 as Required by Title II of the 1998 Reauthorization of the Higher Education Act

Executive Summary: This agenda item is the Annual Report Card on California Teacher Preparation Programs for the Academic Year 2005-2006, as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the sixth annual report of its kind and includes a description of credentialing requirements to teach in California public schools. In addition, it includes qualitative and quantitative information on teacher preparation programs, including pass-rate data for all examinations used by the state for credentialing purposes.

Recommended Action: Commission approval of the report. Upon approval, staff will reformat the report as necessary for transmission via the federal web-based reporting system of the U.S. Department of Education on or before October 9, 2007 as required by law.

Presenters: Joe Gee and Marjorie Suckow, Consultants, 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

Annual Report Card on California Teacher Preparation Programs for Academic Year 2005-2006 as Required by Title II of the 1998 Reauthorization of the Higher Education Act

Introduction

This agenda item presents the 2005-2006 Annual Report Card on California Teacher Preparation Programs, as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the sixth annual report of its kind, and includes the pass-rate data for all examinations used for credentialing purposes in California.

Background

In October 1998, Congress and the President passed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included new federal grant programs that support efforts to improve the recruitment, preparation, and support of new teachers. In addition, Title II also mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide for greater accountability for ensuring teacher quality.

In 1999, California received a three-year \$10.6 million Title II State Teacher Quality Enhancement grant, which supported the State's efforts in reforming state licensure and certification requirements. The Commission, in close collaboration with the Secretary for Education and cooperating educational partners, completed the final year of the grant in 2002. This grant was instrumental in supporting California's teacher education reform effort as envisioned and enacted by SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). SB 2042 provided the impetus to align all educator preparation programs in California with the academic *Content Standards for California Public Schools, Kindergarten through Grade 12* and also with the *California Standards for the Teaching Profession*. In addition, the grant assisted in the development of the model standards-based performance assessment, the California Teaching Performance Assessment (CA TPA).

Title II also established new reporting requirements for (1) the sponsors of all teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education (USDE). Section 207 of Title II requires institutions to submit annual reports to states on the quality of teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the USDE that measures the success of teacher preparation programs and describes state efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. Federal law requires institutions to make the data contained in their annual reports available to the public and to prospective program applicants.

Institutional Report Cards for 2005-2006

Using the secure, web-based data transmission system developed by the Commission, all 92 of California postsecondary institutions and school districts that have approved Multiple Subject, Single Subject, and Education Specialist credential programs submitted their institutional report card data to the Commission on Teacher Credentialing on or before April 9, 2007, in compliance with federal reporting deadlines set forth in Title II.

Consistent with California's state plan and the USDE's *Reference and Reporting Guide*, institutional report cards submitted by California's program sponsors included the following information:

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, and the numbers of program completers who completed programs during the 2005-2006 reporting period;
- For their 2005-2006 program completers, the pass rate data on examinations used for credentialing purposes in California: specifically, the CBEST, the RICA, and subject matter examinations for multiple subjects, agriculture, art, biological science, business, chemistry, English, geoscience, health, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, physics, and social science. Future reports will contain data from any new assessments, as they become available; and
- Updated pass-rate data on examinations taken by the 2002-2003 program completer cohort (first reported by institutions in April 2003). Consistent with Title II regulations, this is the third reporting cycle that teacher preparation programs were required to supply 3-year updated pass rate information. The intent of this provision of Title II is to capture pass-rate data for any program completer who, at the time of the original reporting period, had not passed one or more of the required examinations, but has since done so. This aspect of reporting will continue annually.

The State Report

In compliance with the Commission's approved State Plan for Federally-Mandated Reports and the USDE's *Reference and Reporting Guide*, the state report includes:

- A description of state teacher certification or licensure assessments and other requirements;
- A description of state teacher standards and the alignment between (a) state teacher certification or licensure requirements and assessments and (b) state student standards and assessments;
- Pass rates for each of the assessments used by the state for teacher certification and licensure for those who completed teacher preparation programs in 2005-2006. This section of the report will also include ranking, by quartile, of all of the teacher preparation programs within the state with the exception of alternative routes to

certification. This report includes pass-rate information for alternative routes to certification reported separately from pass rate information for traditional routes, as mandated by Title II guidelines.

- Information on emergency permits and waivers of state certification or licensure requirements and the distribution of under-qualified teachers in high-poverty school districts;
- A description of the criteria for assessing the performance of teacher preparation programs within the state;
- A description of state efforts to improve teacher quality; and
- Updated pass-rate data on examinations taken by the 2002-2003 cohort and reported in the Commission's second Annual Report Card on California Teacher Preparation Programs Required by Title II, submitted in October 2003. Title II regulations require that the Commission re-rank, by quartile, teacher preparation programs in the state using 3-year updated data.

The *2005-2006 Annual Report Card on California Teacher Preparation Programs* is included in Attachment A. Due to its size, the section of the report that includes the *Institutional Reports for Academic Year 2005-2006* (Appendix B) is not included in the printed version of this agenda item. It is available for viewing on the electronic version found at the Commission's website at www.ctc.ca.gov.

If approved, the final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the U.S. Department of Education will be completed via the web-based Title II Data Collection System by October 9, 2007. Due to the specifications for the federal data collection system, the information in this report will be reformatted for web-based submission, and the Institutional Report Card information will not be included. However, this version of the state report in its entirety will be available via a hyperlink from the federal website to the Commission website.

Staff Recommendation

Staff recommends that the Commission approve the *2005-2006 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the USDE on or before October 9, 2007.

Attachment A

Annual Report Card
on
California Teacher Preparation Programs
For
Academic Year 2005-2006

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Introduction

In October 1998, Congress passed and President Clinton signed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included federal grant programs that advance efforts to improve the recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the USDE. Section 207 of Title II requires institutions to submit to states, annual reports on the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the USDE that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the U.S. Department of Education in October 2007 in compliance with the Title II reporting requirements for states.

About the Commission

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation. The agency is responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in California, and the enforcement of professional practices of educators in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities;
- Developing preparation and performance standards in alignment with state-adopted academic content standards;
- Proposing policies in credential-related areas;

- Conducting research and program evaluation;
- Monitoring fitness-related conduct and imposing credential discipline; and
- Communicating its efforts and activities to the public

The California Commission on Teacher Credentialing consists of 19 commissioners, 15 voting members and four ex-officio, non-voting members. The governor appoints 14 voting Commission members and the State Superintendent of Public Instruction or his/her designee serves as the 15th voting member. The four ex-officio members are appointed by the major segments of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Postsecondary Education Commission; and the Trustees of the California State University. The Commission members appointed by the governor include six classroom teachers, one school administrator, one school board member, one non-administrative services credential holder, one faculty member from an institution of higher education, and four public members. Commission members are typically appointed to four-year terms.

The Commission convenes 10 months a year in open meetings to review policy initiatives, pending legislation, and to consider requests and appeals that fall within the statutory purview of the Commission. The Commission’s work remains central to the agenda that the governor and the Legislature have set to improve student achievement across California.

Table 1: Members of the California Commission on Teacher Credentialing

David Pearson, Chair Faculty Representative	Aida Molina Administrative Services Representative
Caleb Cheung, Vice Chair Teacher Representative	Lillian Perry Teacher Representative
Catherine Banker Public Representative	Leslie Peterson Schwarze School Board Member
Josephine Calderon Public Representative	Jon Stordahl Teacher Representative
Paula Corderio Public Representative	Loretta Whitson Non-Administrative Services Representative
Margaret Gaston Public Representative	Marilyn McGrath, Ex Officio Representative California Postsecondary Education Commission
Guillermo Gomez Teacher Representative	Karen Symms Gallagher, Ex Officio Representative Association of Independent California Colleges and Universities
Gloria Grant Teacher Representative	Tine Sloan, Ex Officio Representative University of California
Leslie Littman Designee, Superintendent of Public Instruction	Beverly Young, Ex Officio Representative California State University

The California Context

In recent years, education in California has undergone a number of important changes. The twin challenges of growth and diversity have prompted California to expand its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers.

Over the past decade, California's K-12 population has soared and with that explosive growth came the need for more highly qualified teachers. Policymakers and educators sought to address California's significant teacher shortage challenge by enacting a number of new programs to encourage individuals from all backgrounds to consider teaching in California's public schools. A number of recruitment programs were funded and unnecessary barriers to teaching were lowered by enacting multiple routes to the teaching profession, including internships and examination routes. Over the past few years, institutions of higher education in California have increased the capacity of their teacher preparation programs, significant state funds have been allocated to support intern and pre-intern programs, and the state has fully funded an induction program for all beginning teachers.

Of equal, if not of greater, concern to policymakers and educators were issues of quality. New academic content standards for K-12 students were adopted that better reflected what students should know and be able to do at each grade level in each content area, and new statewide K-12 student assessments that are aligned with these standards were developed and began being implemented to better understand what students, in fact, do know. Class sizes in the critical K-3 grades continued to be funded to encourage a 20:1 student to teacher ratio. Alongside reforms in K-12 education came, arguably, the most comprehensive reform in educator preparation. Subject matter preparation standards for prospective teachers and teacher preparation standards were aligned with what is expected to be taught in the public schools and those in the core subject areas are in full implementation. A learning-to-teach continuum model that recognizes the importance of and interconnectedness of sufficient subject matter preparation, adequate instruction in effective pedagogy, and a strong system of mentoring and formative assessment, or induction, in those critical first two years of teaching, are the basis of California's approach to ensuring high quality teaching. Significant resources were provided to professional development programs for both teachers and administrators throughout California to focus greater attention on increasing student achievement at all levels.

California has worked hard to maintain its progress in improving teacher quality and student achievement despite the direst fiscal situation in state history, which has decreased somewhat during 2005-2006. The state's economy has continued to struggle leaving the state and local school districts facing significant fiscal constraints in which to address the needs of a growing population. With projections of an unprecedented deficit well into the double digits, California's political infrastructure experienced a historic recall election of its governor in 2003, and the election of a new governor who, together with the Legislature, has begun to take steps intended to bring stability to the state's serious fiscal situation. Some of the educational programs implemented in recent years have been eliminated or reduced while discussions about finding resources to support other programs continue.

The state's policymakers continue to attempt to address these very difficult statewide issues against a backdrop of continued change at the local level. During the 2005-2006 school year, the California Department of Education reports that there were more than 6.32 million children enrolled in California's 9,833 public schools.¹ The California Department of Finance has reported that no single racial or ethnic group constitutes a majority of California's population. The composition of the state's population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation.

According to the California Department of Education, approximately 47.6% of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 30.3% are white, 11.4% are Asian, Filipino or Pacific Islander, 7.8% are African American, and 0.8% are Native Americans. Together, these students speak more than 56 different languages and nearly 25%, or 1.6 million, are English language learners. Nearly 68% of English learners are enrolled in the state's elementary grades, kindergarten through sixth. The diversity in languages and learners has created a need for teachers who possess a flexible and deep knowledge about the subjects they teach and an ability to adapt instructional strategies to meet student needs.

Enrollment in Teacher Education

California's numerous efforts to train a sufficient number of teachers to educate the state's growing K-12 student population resulted in a significant increase in enrollment in teacher preparation programs. During the first three years of Title II reporting beginning with the academic year 1999-2000, enrollment in teacher preparation programs increased by 47% to a total of 77,705 in 2001-02. However, Title II data for academic year 2005-2006 indicates a continuing decline in enrollment from 2001-2002 through 2005-2006.

As the table below indicates, total enrollment declined by 7.3 percent, and enrollment declined across both multiple subject and single subject programs between 2004-2005 and 2005-2006. The Education Specialist programs have seen an increase in enrollment.

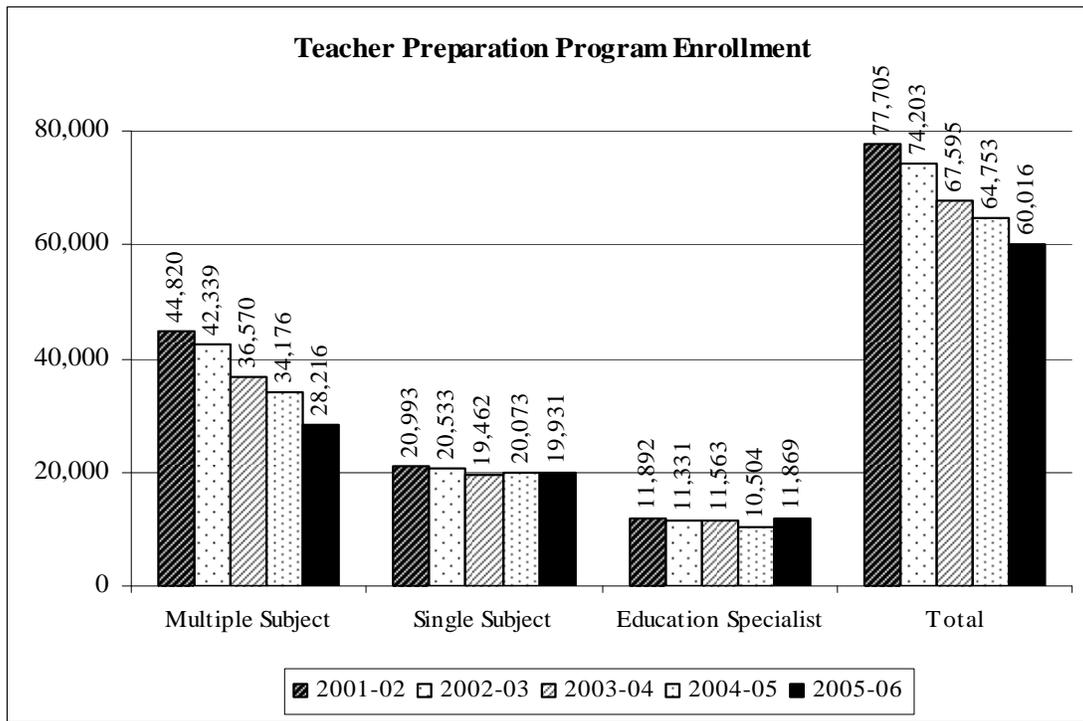
Table 2: Teacher Preparation Program Enrollment

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	One year change
Multiple Subject	44,820	42,339	36,570	34,176	28,216	-17.4%
Single Subject	20,993	20,533	19,462	20,073	19,931	-0.7%
Education Specialist	11,892	11,331	11,563	10,504	11,869	13.0%
Total	77,705	74,203	67,595	64,753	60,016	-7.3%

This declining trend is also illustrated in Figure 1, which follows.

¹ *Fact Book 2006 Handbook of Education Information*, California Department of Education, 2006

Figure 1:



Implementation of the No Child Left Behind Act

Passage of the Federal Public Law 107-110: No Child Left Behind Act (NCLB) Act has required reconsideration of and revision to some of California’s teacher recruitment and preparation programs. The California State Board of Education and the California Commission on Teacher Credentialing continue to work cooperatively to align State regulations and certification requirements with the requirements of NCLB. Where appropriate for Title II purposes, this report discusses some of those efforts.

The California Report

In accordance with federal guidelines, this report contains the following information:

- ✓ A description of California's certification structure, requirements, and assessments including:
 - A description of program and teacher standards and the alignment of State teacher certification requirements and assessments with California's K-12 academic content standards;
 - Information on emergency permits and waivers of state certification requirements and the distribution of under-qualified teachers in high-poverty school districts; and
 - A description of the criteria for assessing the performance of teacher preparation programs within the state.

- ✓ A description of state efforts to improve teacher quality.
- ✓ Pass rate and quartile rankings of program sponsors for all assessments used by the state for initial credentialing, including:
 - The California Basic Educational Skills Test (CBEST);
 - The Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates; and
 - Subject matter assessments, (i.e. the Multiple Subjects Assessment for Teachers (MSAT); the California Subject Examination for Teachers (CSET): Multiple Subjects; Praxis, Single Subject Assessments for Teaching (SSAT), and CSET in the areas of Art, English, languages other than English (LOTE), mathematics, music, physical education, social science, biological science, chemistry, geoscience, and physics; Praxis and SSAT in the areas of agriculture, art, business, health science, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, sciences, and social sciences.
 - Third year updated pass rate information for the 2002-2003 cohort.
- ✓ Copies of institutional report cards that were submitted in April 2007. Institutional reports include the following information:
 - Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
 - Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2005-2006 reporting period; and
 - Pass rate data for all assessments used by the state for initial credentialing.
 - Third year updated pass rate information for 2002-2003 cohort.

Teacher Certification in California

Teachers must be certified by the California Commission on Teacher Credentialing (CCTC) in order to be employed in a California public school or by a public school district. California's credential structure is organized by subject matter and the classroom setting in which individuals teach rather than school setting or age group. Within this structure, the State has established certification tiers that ensure candidates meet certain requirements for their initial teaching credential and then additional requirements before advancing to the second level or professional clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Teaching Credential. The Title II legislation does not require reporting of data related to Designated Subject credentials. The Commission also issues credentials for other educational occupations requiring state certification, such as child development teachers and school counselors, psychologists, nurses, librarians, and administrators.

Subject Matter and Classroom Setting

California's teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a multiple subject, single subject, or education specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university and demonstrate academic preparation in the subject matter in which they teach. Candidates must also acquire pedagogy by completing a Commission-approved teacher preparation program and receive a formal recommendation from the California college, university, or local educational agency where they completed the program. The State offers multiple routes into teaching including traditional one-year postbaccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four-to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs, *no matter the delivery mode*, are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Table 3: Single Subject Credential Content Areas	
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)
English	Science: Chemistry
Health Science	Science: Chemistry (Specialized)
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)
Mathematics, Foundational-level	Social Science
Music	

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is separated into six categories of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. (The Early Childhood Special Education Credential is not included in the Title II report since it is not credential that authorizes service in K-12 classrooms.) Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization.

The Designated Subjects Teaching Credential authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. These credentials are based primarily on demonstrated experience in the subject matter and account for about 5% of the credentials issued by the Commission. Although candidates are required to complete a Commission-approved program of personalized preparation to qualify for a Professional Clear credential in this series, the focus of this report is on the requirements and preparation programs relating to the multiple subject, single subject, and education specialist credentials.

Requirements for First- and Second-level Certification

Federal reporting guidelines require states to describe their certification structure using a common set of definitions adapted from the National Association of State Directors of Teacher Education Certification (NASDTEC). California’s two-phase credential structure for the multiple subject, single subject, or education specialist credentials fits the following definition of the Type A (Level I) and Type B (Level II) certificates.

Type A (Level I) certificate means a certificate issued upon completion of an approved program to an applicant and who has met requirements of the issuing state relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Type B certificate.

Type B (Level II) certificate means a certificate issued (1) after completion of an approved program and all ancillary requirements established by the state, OR (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate.

Using these definitions, California's teaching credentials are classified as follows:

Table 4: First and Second Level Certificates

Type A (Level I)	Type B (Level II)
Preliminary Multiple Subject Credential	Professional Clear Multiple Subject Credential
Preliminary Single Subject Credential	Professional Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Professional Clear Level II Ed Specialist Credential

California Type A (Level I) credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements for the Type B (Level II) credential within the five-year period of the preliminary credential. These ancillary requirements differ for individuals pursuing a credential under the Ryan Act versus those who are pursuing the new SB 2042 credential. For Ryan candidates these requirements are: 1) a 5th year of academic study including 30 semester units or completion of a Commission-approved induction program, and 2) coursework in health education, special education, and computer education. Ryan candidates who received their preliminary credential on or after January 1, 1999 also have the option of completing a Commission-approved induction program as a pathway to the professional clear credential.

For individuals pursuing the SB 2042 credential, options to complete the professional clear include:

- a Commission-approved induction program offered by a school district, county office, or consortia;
- a Commission-approved Professional Teacher Induction Program offered by a college or university; or
- a Commission-approved fifth year of study and advanced coursework only when there is no induction available to the candidate.

Although completion of an induction program is the required route to a professional clear SB 2042 credential, current law continues to provide that, if an induction program is not available, the candidate who obtained their preliminary credential before August 29, 2004 may obtain a professional clear credential by completing the equivalent of one academic year of post-baccalaureate coursework, including work that meets the statutory requirements for advanced health, special education, and computer technology, plus either coursework or an examination to meet the requirements of AB 1059 with respect to English language learners. AB 2210 (Liu, Chapter 343, Statutes of 2004), signed by the Governor, clarifies induction as the only required route to the professional clear SB 2042 credential for candidates issued their preliminary on or after August 29, 2004 and requires that the Commission adopt regulations to implement the provisions of the law.

National Board Certification is also accepted as one pathway to the professional clear credential for single subject, multiple subject and education specialist candidates.

The completion of an approved program including an individualized induction plan is required for candidates pursuing the Professional Level II Education Specialist Credential. The Professional Clear Multiple or Single Subject Credential and the Professional Level II Education Specialist Credential are issued for a maximum of five years and are renewable upon completion of 150 hours of professional development and 90 days of related experience.

A more comprehensive list of the credential requirements established by the Commission for the multiple subject, single subject, and education specialist credentials is included in Table 5 on the following page.²

Because this report is for the reporting period 2005-2006, some candidates were subject to the requirements for obtaining a professional clear multiple or single subject credential under the provisions of the Ryan Act, while others would fall under the new SB 2042 requirements. As such, the chart includes the requirements under for both Ryan and SB 2042.

² Detailed information about requirements for the preliminary or professional clear teaching credential may be found at <http://www.ctc.ca.gov/credentials/requirements.html>

Table 5: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials

PRELIMINARY		PROFESSIONAL CLEAR	
Document Name	Requirements	Document Name	Requirements
<p>Preliminary Multiple Subject Teaching Credential</p>	<ul style="list-style-type: none"> • A baccalaureate or higher degree in a content area other than education from a regionally-accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program;* • Completion of a commission-accredited professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational-level course in computer technology in educational settings. <p>*The subject-matter examination option is available to those individuals who completed the subject-matter program and enrolled in a multiple subject teacher preparation program prior to July 1, 2004. For individuals enrolled in blended programs, candidates must be continuously enrolled and complete either a Ryan blended program by December 31, 2008 or an SB 2042 blended by June 30, 2009.</p>	<p>Professional Clear Multiple Subject Teaching Credential</p>	<p><u>Ryan Candidates</u> All the requirements for the preliminary Multiple Subject Teaching Credential and one of the following options:</p> <p><i>Option 1:</i></p> <ul style="list-style-type: none"> ▪ Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; ▪ Completion of course in health education; ▪ Completion of a course in special education; ▪ Completion of a course in advanced computer technology in educational setting; and ▪ Beginning 7/1/05, completion of advanced coursework for teaching English Learners. <p><i>Option 2:</i> Completion of a Commission-approved professional teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option available only to those with preliminary credentials issued on or after 1/1/99).</p> <p><u>SB 2042 Candidates:</u> Have completed requirements for and been awarded the five-year preliminary credential and:</p> <p><i>Option 1:</i> Completion of a Commission-approved professional teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><i>Option 2:</i> Completion of a fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution’s formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><u>Ryan and SB 2042 Candidates</u> Those certified by the National Board of Professional Teaching Standards in either Early Childhood, Middle Childhood, or Early Adolescence may be awarded the professional clear credential.</p>
<p>Preliminary Single Subject Teaching Credential</p>	<ul style="list-style-type: none"> • A baccalaureate or higher degree in a content area other than education from a regionally-accredited college or university; • Verification of subject matter competence (in the teaching authorization) by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program (for specialized science only, passage of appropriate examination or by 	<p>Professional Clear Single Subject Teaching Credential</p>	<p><u>Ryan Candidates</u> All the requirements for the preliminary Single Subject Teaching Credential and one of the following options:</p> <p><i>Option 1:</i></p> <ul style="list-style-type: none"> • Completion of a 5th year of study and recommendation by a California

	<p>verification of completion of subject matter coursework from CTC) ;</p> <ul style="list-style-type: none"> • Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational level course in computer technology in educational settings. 		<p>teacher preparation program sponsor with a Commission-accredited program;</p> <ul style="list-style-type: none"> • Successful completion of course in health education; • Successful completion of a course in special education; • Successful completion of a course in advanced computer technology in educational settings; and ▪ Beginning 7/1/05, completion of advanced coursework for teaching English Learners. <p><i>Option 2.</i> Completion of a Commission-approved professional teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option available only to those with preliminary credentials issued on or after 1/1/99).</p> <p><u>SB 2042 Candidates</u> Have completed requirements for and been awarded the five-year preliminary credential and:</p> <p><i>Option 1:</i> Completion of a Commission-approved professional teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><i>Option 2:</i> Completion of a fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><u>Ryan and SB 2042 Candidates:</u> Those who become certified by the National Board of Professional Teaching Standards may be awarded the professional clear credential in the subject area in which they have received national certification provided it is a subject in which CCTC issue credentials.</p>
<p>Preliminary Level I Education Specialist Instruction Credential</p>	<ul style="list-style-type: none"> • A baccalaureate or higher degree from a regionally-accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program; • Completion of a professional Education Specialist preparation program including student teaching or internship <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • An offer of employment from a local education agency. 	<p>Professional Clear Level II Education Specialist Instruction Credential</p>	<p>All the requirements for the Preliminary Level I Education Specialist Instructional Credential <i>and</i></p> <ul style="list-style-type: none"> ▪ Completion of an individualized induction plan; ▪ Completion of course in health education; ▪ Completion of a course in advanced computer technology in educational settings; ▪ Verification of two years of successful experience in a California public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential; and ▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-accredited program through which the individualized induction plan was completed.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. Over the past several years, policy changes have been enacted related to the assessment of teacher candidates in California. As such, this section discusses (1) the assessment requirements for the reporting period 2005-2006; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) changes in assessment requirements to align with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

Requirements for 2005-2006 Reporting Period

The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. Multiple subject, single subject, and education specialist teacher candidates are required to pass a basic skills assessment in order to obtain a preliminary or professional clear teaching credential. During the reporting period, California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to pass an assessment covering professional knowledge and competency in reading instruction prior to attaining a preliminary or professional clear credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments, with passing scores as noted:

Table 6: Assessment of Basic Skills

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: <ul style="list-style-type: none"> • Math • Reading • Writing 	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, writing, and mathematics that are necessary for the teaching profession. These skills are usually acquired through academic experience in high school and during the completion of baccalaureate degree requirements. The reading and math sections of the CBEST consist entirely of multiple-choice questions while the writing section requires examinees to construct two brief essays in response to specific topics. The test is delivered in English and all responses must be in English.

While California Education Code Section 44252 (f) requires candidates to take the CBEST prior to admission to a program of professional preparation for diagnostic purposes, passage of the examination is not required for entry into the state's teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities and many use passage of the CBEST to verify this.

Candidates admitted to university or district internship programs are required to pass the CBEST prior to assuming their intern teaching responsibilities (California Education Code Section 44252 (b)). All candidates must pass the CBEST before they can be recommended for an initial credential.

Table 7: Performance Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	10-120
Video Performance Assessment	17	6-24

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses and, to obtain certification, their candidates must pass the RICA.

The purpose of the RICA is to ensure that candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (Preliminary Level I or Professional Clear Level II) possess the necessary knowledge and skills for the provision of effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment,
- Developing phonological and other linguistic processes related to reading,
- Developing reading comprehension and promoting independent reading, and
- Supporting reading through oral and written language development.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments, their choice. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers on a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Additionally, each video packet must include the videotaped instruction, a written instructional context form, and a written reflection form. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. California Education Code Section 44283 requires that candidates for an initial Preliminary or Professional Clear Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I or Professional Clear Level II Education Specialist Instruction Credentials (special education) to pass the RICA prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in Early Childhood Special Education (ECE).

Assessment of Subject Matter Knowledge

Since the Ryan Act of 1970, California has required candidates to demonstrate competency in the content area they will teach. However, passage of the No Child Left Behind Act has resulted in the Commission on Teacher Credentialing and the State Board of Education working collaboratively to ensure California’s compliance with the federal law. In particular, statewide policy changes related to the demonstration of subject matter competence were required and are currently being implemented in order to align state requirements with the federal requirements under the NCLB Act. These changes are discussed later in this section and will also be included in future Title II reports. The section below addresses the requirements that were in place for the Title II reporting period 2005-2006.

Candidates who will teach multiple subjects in a self-contained classroom, generally in an elementary school setting, are required to demonstrate subject matter competency in elementary subjects, while candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 21 specific content areas. Content knowledge is assessed prior to a candidate’s entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching. Candidates for the Education Specialist Instruction Credential must demonstrate subject matter competency in either elementary subjects or one of the 21 specific content areas.

For 2005-2006, California verified a single subject candidate’s knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. In almost all cases, multiple subject candidates must now satisfy this requirement through the exam option. The content area examinations measure the skills, knowledge, and abilities candidates have acquired in specific subject areas and not acquired in a teacher preparation program. (As of July 1, 2004 all candidates for the Multiple Subject teaching credential must pass the subject matter examination due to No Child Left Behind (NCLB). In almost all cases, multiple subject candidates must now satisfy this requirement through the exam option. The content area examinations measure the skills, knowledge, and abilities candidates have acquired in specific subject areas and not acquired in a teacher preparation program.) Approximately 77% of Multiple Subjects credential candidates and 54% of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other single subject candidates satisfied this requirement by completion of a Commission-approved subject matter program.

California utilizes a variety of subject matter assessments to verify academic content knowledge. These assessments are aligned with the specific content areas authorized in the following subject areas:

Table 8: California Credential Subject Matter Areas	
Multiple Subjects	Music
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)
English	Science: Chemistry

Health Science	Science: Chemistry (Specialized)
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)
Foundational-Level Mathematics	Social Science

Transition to the California Subject Examination for Teachers (CSET)

In January of 2003, the first administration of the California Subject Examination for Teachers (CSET) was offered in multiple subjects, English, mathematics, and social science. All teacher candidates satisfying subject matter requirement for California certification by examination will now have to take the CSET. A brief transition period for those candidates who had passed various parts of the SSAT/Praxis II test was offered in Spring of 2003 to allow those candidates final opportunities to pass the remainder of the relevant tests before being required to take the CSET examination beginning July 1, 2003. Because a passing score on a subject matter examination is valid for five years from the date of the test administration, individuals who passed the prior testing program before the cut-off date but within 5 years may still use those exams towards certification.

The Commission has also developed new subject matter requirements and standards in the areas of music, physical education, all but one language other than English, and art as Phase Two. Alignment of the subject matter requirements and standards with the CSET examination for these four subject areas became available to teacher candidates in fall 2004. A brief transition period for those candidates who have taken and passed various parts of the Single Subject Assessment for Teaching/Praxis II test was offered in Spring of 2004 to allow those candidates final opportunities to pass the remainder of the relevant tests before being required to take the CSET examination beginning July 1, 2004.

The Phase Three, new subject matter requirements and standards have been developed by the Commission for agriculture, business, health science, home economics, and industrial and technology education, and languages other than English: American Sign Language. The CSET examinations which reflect the new subject matter requirements and standards for these subjects replaced the Single Subject Assessment for Teaching and Praxis II test in Fall 2005. The prior testing program required a single test for the applicable subject and no one had partially completed the old examination route. Because of this, a transition period was not needed.

Table 9 lists the examinations used in 2005-2006 to verify subject matter competence for Multiple Subject and Single Subject Teaching Credentials and Education Specialist Instruction Credentials. The table contains an exceptionally large number of examinations because it represents a period of significant transition for California to new examinations that are aligned to subject matter requirements and the K-12 student academic content standards. Most content areas require candidates to take more than one exam.³

³ Additional current information about subject matter examinations may be found on the Commission's website at: <http://www.ctc.ca.gov/credentials/CAW-exams.html>

Table 9: Subject Matter Examinations for Preliminary Credentials	
Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential: <i>A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement</i>	
Liberal Studies or Elementary Subject Matter ¹	MSAT: Content Knowledge MSAT: Content Area Exercises
	CSET Subtest I: Reading, Language, and Literature; History and Social Science CSET Subtest II: Science; Mathematics CSET Subtest III: Physical Education; Human Development; Visual and Performing Arts
Single Subject Credentials and Education Specialist Credential: <i>A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement</i>	
Agriculture ⁵	SSAT Agriculture
	CSET Subtest I: Plant and Soil Science; Ornamental Horticulture CSET Subtest II: Animal Science; Environmental Science and Natural Resource Management CSET Subtest III: Agricultural Business and Economics; Agricultural Systems and Technology
Art ⁴	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms, and Aesthetics
	CSET Subtest I: Artistic Perception; Historical and Cultural Context of the Visual Arts; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art
Business ⁵	SSAT Business
	CSET Subtest I: Business Management; Marketing CSET Subtest II: Accounting and Finance; Economics CSET Subtest III: Information Technology; Business Environment and Communication
English ¹	SSAT Literature and English Language Praxis II English Language, Literature and Composition: Essays
	CSET Subtest I: Literature and Textual Analysis; Composition and Rhetoric CSET Subtest II: Language, Linguistics, and Literacy CSET Subtest III: Composition and Rhetoric; Literature and Textual Analysis CSET Subtest IV: Communications: Speech, Media, and Creative Performance
Health Science ⁵	SSAT Health Science
	CSET Subtest I: Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases CSET Subtest II: Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs CSET Subtest III: Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health
Home Economics ⁵	SSAT Home Economics
	CSET Subtest I: Personal, Family, and Child Development

Table 9: Subject Matter Examinations for Preliminary Credentials	
Subject	Examination Name
	CSET Subtest II: Nutrition, Foods, and Hospitality CSET Subtest III: Fashion and Textiles; Housing and Interior Design; Consumer Education
Industrial & Technology Education ⁵	SSAT Industrial and Technology Education CSET Subtest I: Nature of Technology CSET Subtest II: Power and Energy; Information and Communication; Project and Product Development
Languages Other than English	
- American Sign Language (a new subject area: administered for the first time on November 5, 2005)	CSET Subtest I: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: General Linguistics; Linguistics of the Target Language – American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics) CSET Subtest III: Linguistics of the Target Language – American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production
- French ⁴	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic, Literary and Cultural Analysis CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- German ³	SSAT German CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Japanese ³	SSAT Japanese CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Korean ³	SSAT Korean CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Mandarin ³	SSAT Mandarin CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening

Table 9: Subject Matter Examinations for Preliminary Credentials

Subject	Examination Name
	Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Punjabi ³	SSAT Punjabi CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Russian ³	SSAT Russian CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Spanish ⁴	SSAT Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Vietnamese ³	SSAT Vietnamese CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
Mathematics ¹	SSAT Mathematics Praxis II Mathematics: Proofs, Models, and Problems, Part 1 Praxis II Mathematics: Proofs, Models, and Problems, Part 2 CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics CSET Subtest III: Calculus; History of Mathematics
Foundational-Level Mathematics ²	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics
Music ⁴	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis CSET Subtest I: Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications CSET Subtest III: Music Methodology and Repertoire

Table 9: Subject Matter Examinations for Preliminary Credentials

Subject	Examination Name
Physical Education ⁴	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design CSET Subtest I: Growth, Motor Development, and Motor Learning; Science of Human Movement CSET Subtest II: Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles CSET Subtest III: Professional Foundations; Integration of Concepts
Science:	
- Biological Science ¹	SSAT General Science SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Biology/Life Science
- Biological Science (Specialized) ²	CSET Subtest III: Biology/Life Science CSET Subtest IV: Biology/Life Science
- Chemistry ¹	SSAT General Science SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Chemistry
- Chemistry (Specialized) ²	CSET Subtest III: Chemistry CSET Subtest IV: Chemistry
- Geosciences ¹	SSAT General Science SSAT Geoscience Praxis II General Science: Content Essays CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Earth and Planetary Science
- Geosciences (Specialized) ²	CSET Subtest III: Earth and Planetary Science CSET Subtest IV: Earth and Planetary Science
- Physics ¹	SSAT General Science SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Physics
- Physics (Specialized) ²	CSET Subtest III: Physics CSET Subtest IV: Physics
Social Science ¹	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials CSET Subtest I: World History; World Geography CSET Subtest II: U.S. History; U. S. Geography CSET Subtest III: Civics; Economics; California History

- ¹ For examinations in Multiple Subjects, English, Mathematics, Sciences, and Social Science, only MSAT, Praxis II, and SSAT scores obtained prior to June 30, 2003 and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on January 25, 2003.
- ² The subject areas of Foundational-Level Mathematics and the Specialized Sciences were added in Spring 2003, and the CSET Subtest IV science tests became available in Fall 2003.
- ³ For LOTE examinations in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, only SSAT scores from an administration prior to June 30, 2004, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered in Fall 2004.
- ⁴ For examinations in Art, French, Music, Physical Education, and Spanish, only Praxis II and SSAT scores from an administration prior to January 1, 2005, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on September 18, 2004.
- ⁵ For examinations in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education, only SSAT scores obtained prior to June 30, 2005, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on September 10, 2005.

Future Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each Preliminary Multiple and Single Subject Credential candidate's teaching ability. The Commission has completed the development of a model teaching performance assessment, the California Teaching Performance Assessment (CA TPA) that program sponsors may choose to embed in their programs. The model includes both formative assessment data as well as summative assessment data for each credential candidate and pilot testing and field review have been conducted. The assessment system contains a set of performance tasks and task-specific rubrics, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments that must meet the same standards as the CA TPA. Pursuant to SB 1209, (Chap. 517, Statutes of 2006) require each teacher preparation program to embed a teaching performance assessment (TPA) into the preparation program by July 1, 2008.

Statewide Policy Changes Related to the No Child Left Behind Act

During the summer of 2003, the California State Board of Education adopted the State Plan for addressing the requirements of the federal Public Law 107-110: No Child Left Behind Act (NCLB). The Commission on Teacher Credentialing took several actions in order to align credentialing requirements with the State Board adopted plan and the No Child Left Behind Act requirements. The State's Board's NCLB State Plan clarifies that all elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. As a result of this, the Commission voted to adopt a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, meet the subject matter requirement by passing a Commission-approved examination. This is currently the California Subject Matter Examination for Teachers: Multiple Subjects (CSET: MS) Teachers "not new to the profession" who had previously satisfied the subject matter requirement through completion of a State-approved subject matter program and now must demonstrate subject matter mastery under the NCLB definition will also have the option to take and pass the CSET: MS examination.

Alignment of Standards and Assessments

This section of the report provides a brief background of California's recent teacher preparation reform efforts including a description of state standards for programs and teachers. Further, this section describes the alignment between teacher certification requirements and assessments and the standards and performance assessments established for California public school children.

Teacher Preparation Reform in California

Efforts to reform California's credential system began in 1992 when the Governor and the Legislature enacted legislation (SB 1422, Chapter 1245, Statutes of 1992, Bergeson) calling for the Commission on Teacher Credentialing to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

As a result of the recommendations of the SB 1422 advisory panel, the Commission sponsored omnibus legislation in 1998 (SB 2042, Chapter 548, Alpert/Mazzoni) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The alignment of all teacher preparation standards with California's K-12 academic content standards for students and the *California Standards for the Teaching Profession*;
- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a path to the Level II or Professional Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation; and
- The establishment of multiple routes into teaching that will meet the same high standards, including programs that "blend" pedagogy and subject matter courses into a single program.

The passage of SB 2042 served as the impetus for an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, the new standards are aligned with the academic *Content Standards for California Public Schools K-12* and with the *California Standards for the Teaching Profession*. This alignment extends to subject-matter exams, creating stronger linkages between the content of the undergraduate subject matter programs and the subject-matter examinations that candidates may take in lieu of those programs.

After extensive input from California educators, administrators and policymakers, the Commission adopted four sets of SB 2042 standards.⁴ They are as follows:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation*, adopted September 2001.
- *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*, adopted September 2001.
- *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation*, adopted October 2001.
- *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, adopted March 2002.

Standards that govern the preparation of teachers working with special needs students were reviewed in 1996-1997. This review resulted in the establishment of standards for the Preliminary Level I Education Specialist Instruction Credential and the Professional Clear Level II Education Specialist Credential architecture that is currently in place. There is currently an advisory panel reviewing the credential requirements for special education teachers and a report will be presented by December 2007.

In June of 2002, the professional teacher induction programs standards were also approved by the Superintendent of Public Instruction in accordance with California law.

In order to provide adequate time for program approval and implementation, the Commission authorized a two year transitional period from 2001 to 2003. During this period, all approved Elementary Subject Matter Preparation Programs and all accredited Multiple and Single Subject Teacher Preparation programs, including Blended Programs, as well as all existing Induction Programs were required to submit program documents to the Commission demonstrating how each program meets the applicable new standards under SB 2042. Each program was required to implement the new standards by December 31, 2003.

Standards and Criteria for General Education Teacher Certification

Standards for Prospective Teachers

Subject matter preparation program standards exist in each of the following single subject content areas: Agriculture, Art, Business, English, Health Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Science, Social Science, and Multiple Subjects (Elementary School Teaching).

Through its accreditation review process, the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

⁴ Information about the Commission's SB 2042 standards may be found at <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations (TPEs) that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching standards define the levels of pedagogical competence and performance that the Commission expects all candidates to attain as a condition for earning an initial teaching credential.⁵ The Commission expects institutions and districts preparing prospective teachers to verify individual attainment of the standards prior to recommending a candidate for a teaching credential. Institutions and districts offering programs of professional preparation are expected to assess candidates in the following areas:

- Making Subject Matter Comprehensible to Students,
- Assessing Student Learning,
- Engaging and Supporting Students in Learning,
- Planning Instruction and Designing Learning Experiences for Students,
- Creating and Maintaining Effective Environments for Student Learning, and
- Developing as a Professional Educator.

The Commission requires institutions to determine that candidates have fulfilled the standards of professional competence. The teaching performance expectations described above form the basis for the development of teaching performance assessments that will be required for the preliminary credential for all multiple subject and single subject candidates. Under SB 2042, performance assessment will be embedded in multiple and single subject preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the California Commission on Teacher Credentialing developed model, the California Teacher Performance Assessment (CA TPA). The model will provide the teacher candidate with both formative as well as summative assessment data. The formative data will consist of detailed feedback that will assist candidates in documenting the quality of their teaching and focus on those aspects of teaching in which they need further development and support. The summative data will indicate the degree to which candidates have successfully accomplished the performance tasks that comprise the CA TPA. All candidates will need to pass a performance assessment in order to be recommended for a preliminary credential.

The passage of SB 2042 in 1998 resulted in the adoption of new standards for teacher preparation that ensure the alignment of subject matter, preparation, and induction standards for teachers with California's K-12 academic content standards. These standards were designed specifically to ensure that teacher preparation programs adequately prepare prospective teachers

⁵ A detailed description of the standards may be found in the following documents:

Standards of Quality and Effectiveness for Teacher Preparation Programs. California Commission on Teacher Credentialing. Available online at: www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf.

Standards of Quality and Effectiveness for Education Specialist Credential Programs, Published by the California Commission on Teacher Credentialing, December 1996. Available on line at: www.ctc.ca.gov/educator-prep/standards/speced.pdf

to effectively teach all students the content of the K-12 academic content standards and to use state-adopted instructional materials.

The Standards of Quality and Effectiveness for Professional Teacher Preparation Programs include standards related to: program design, governance, and qualities; preparation to teach curriculum to all students in California schools; preparation to teach all students in California schools; and supervised field work. These standards cover critical areas such as classroom management, reading instruction, child development, assessing students in relation to the K-12 academic content standards, intervening to help students meet the K-12 standards, computer skills, students with special needs, and English learners.

In addition, in California, teachers of English learners must hold an appropriate credential document authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. Pursuant to AB 1059 (Chapter 711, Ducheny, Statutes of 1999), all California Ryan Multiple and Single Subject Credential teacher preparation programs were required to satisfy a new standard established by the Commission for the preparation of teachers to serve English learners. These AB 1059 coursework requirements--and an English learner credential authorization--are embedded in Multiple and Single Subject programs that have received SB 2042 approval from the Commission on Teacher Credentialing. For credential holders who did not take AB 1059/SB 2042 approved coursework, or who have not yet earned an equivalent authorization to teach English learners, the Crosscultural, Language, and Academic Development (CLAD) course route, the recently established California Teacher of English Learners (CTEL) exam routes, and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) examination route are available to these teachers.

The Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential include standards related to the substance of subject matter program curriculum, qualities of the subject matter program curriculum, leadership and implementation of the subject matter programs, and content specifications for the subject matter requirement for the multiple subject teaching credential.

In June 2002, the Commission adopted new subject matter requirements for Mathematics, Science, Social Science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, National Council of Teaching of Foreign Language.) The teacher certification standards for these subject areas have been completed and assessments for teacher candidates in those subject areas are now fully aligned with the new subject matter requirements. In addition, the Commission currently developed new subject matter requirements and standards in five additional subject areas – agriculture, business, health science, home economics, industrial and technology education, and LOTE in American Sign Language (ASL). They were approved by the Commission at their Jan-Feb 2005 meeting.

And finally, the *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation* programs were adopted at the Commission's October 2001 meeting. These standards have also been appended to the standards for Elementary Subject Matter Preparation and Professional Teacher Preparation Standards.

Standards for Practicing Teachers

In 1997, the Commission and the State Board of Education adopted, and the Superintendent of Public Instruction approved the *California Standards for the Teaching Profession* setting forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The *California Standards for the Teaching Profession* guide teachers as they define and develop their practice.⁶

Under SB 2042, the new two-tiered credentialing system includes a two-year induction period as a path to earn the professional clear credential. Teachers who hold a preliminary credential and are pursuing this path to the professional clear credential must complete the two-year teacher induction program of support and formative assessment during their first two years of teaching.

In March 2002, the Commission adopted *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. These standards establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design, these standards, coupled with standards for subject matter preparation and standards for professional teacher preparation, reflect a learning to teach continuum. Only induction programs that meet these standards may recommend candidates for a professional clear teaching credential.

In California, induction programs may be offered by public and private K-12 school districts, county offices of education, and/or institutions of higher education. Local educational agencies may apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment Program (BTSA), a program administered jointly by the Commission and the California Department of Education.

As of August 2005, the Commission had approved 154 BTSA programs as induction programs that are aligned with SB 2042 and the Commission's adopted standards for professional teacher induction programs. This represents all existing BTSA programs in California. The Commission will consider any new proposals for SB 2042 induction programs as they are submitted.

⁶ Additional information about the *California Standards for the Teaching Profession* may be found at the following website: <http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf>

Standards and Assessments for Students in Public Schools

The California State Board of Education has adopted a set of core academic content standards in four curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, and science. The K-12 academic content standards are the basis for the subject matter frameworks, the adoption of instructional materials, and the standards-aligned tests in California's student performance assessment system.⁷

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the governor and the Legislature in 1997. The STAR program currently has four components: (1) the California Achievement Test, Sixth Edition Survey (CAT/6), published by CTB/McGraw-Hill; (2) the California Standards Test (CST) produced for California public schools; (3) California Alternative Performance Assessment (CAPA), a new assessment for students with significant cognitive disabilities, who are not able to take the CSTs or the CAT/6; and (4) the Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test designed for students whose native language is Spanish.

Beginning in 2003, the California Achievement Test, Sixth Edition Survey (CAT/6) replaced the Stanford 9 (SAT 9) in California. The CAT/6 is a nationally normed multiple-choice achievement test used to compare how California students are doing in relation to students of the same grade level nationwide. Public school students in grades 2 - 11 are tested in reading, language (written expression), mathematics, and spelling. Students in grades 9 - 11 are tested in reading, mathematics, and science.

The California Standards Tests (CST) in English language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and content area specific.

Alignment of Teacher Credential Standards with California Student Content Standards

SB 2042 requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils, adopted pursuant to subdivision (a) of California Education Code Section 60605. The new, standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways for earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, postbaccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

⁷ Additional information about California's academic content standards for students may be found at: www.cde.ca.gov/be/st/ss/

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2005-2006 academic year and information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by the 92 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject, Single Subject, and Education Specialist credential programs in California for the 2005-2006 academic year.

In addition, this section of the report also explains the third year cohort update pass rate data for the 2002-2003 year included as Appendix A.

Statewide Assessments used for Certification

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides a ranking of institutions based on pass rates for the California Basic Educational Skills Test (CBEST), subject matter content examinations, and the Reading Instruction Competence Assessment (RICA). Table 10 on the next page indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Important Note: The knowledge assessed by the CBEST and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the RICA performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

Table 10: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Basic Skills	CBEST – the assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before recommendation for the credential.
Professional Knowledge/ Pedagogy	RICA – the assessment of the skills and knowledge necessary for the effective teaching of K-8 reading	Multiple subject and education specialist credential candidates	Before recommendation for the credential
Academic Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for art, English, languages other than English, math, music, social science, and sciences.	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Other Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for multiple subject, agriculture, business, health science, home economics, industrial technology education, and physical education.	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers, and, all multiple subject credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions

Institutional Pass-rate Data for Academic Year 2005-2006

Federal guidelines require states to include a quartile ranking of institutions based on pass rate data of assessments used for initial certification or licensure. The quartile ranking for each teacher preparation program sponsor in the state is based on (1) the pass rate for each aggregate category of assessment, and (2) its summary pass rate. States are also required to report for each quartile the mean pass rate and the range. The summary pass rate calculations are based upon the number of candidates who took at least one assessment, and whether or not they passed all attempted assessments. The pass rates for the aggregate categories are based upon the number of candidates who attempted any assessment in the category and whether or not they passed all assessments they attempted in the category.

For purposes of the federal reporting, there is a distinction made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These requirements do not include any of the following State requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of the California Basic Educational Skills Test (CBEST);
- Completion of the subject matter requirement either by passing a subject matter examination or by completing a program of subject matter preparation;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- Passage of a criminal background screening as specified by the Commission;
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential and the Education Specialist Credential.

The pass rate information in Appendix A represents aggregate data for candidates who have completed a teacher preparation program in California and have taken examinations to fulfill any of their credential requirements. Although California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of "traditional" programs. Pass rate information for programs and subject areas with less than ten program completers is not included. The quartile rankings are based on the total number of "program completers" who took and passed the required examinations during the 2005-2006 academic year.

The procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Title II Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.⁸ The methodology prescribed

⁸ A copy of this guide is available on the following website: www.title2.org/guide.htm

in the guide requires pass rate percentages to be reported to the nearest whole percent, with ties to be included in the same quartile ranking. The resulting “adjusted quartiles” may not contain the same number of institutions within each quartile. Every institution in a given quartile has the same ranking.

Caution should be exercised when interpreting aggregate pass rate data and quartile rankings for the summary and individual assessment categories. Rankings on which quartile assignments are based may be somewhat unreliable given the narrow range of the pass rates for the summary and assessment categories. Also, not all “program completers” are required to take all the assessments reported and the assessments are taken in various stages of their preparation to become teachers.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100% overall pass rate and be in the first quartile if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, and RICA). But if one program completer did not pass all assessments, the institutional pass rate would be 95% and the program would be in the third quartile. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5%, and the program would remain in the first quartile.

Even though program sponsors ranked in the fourth quartile have lower pass rates than institutions in the upper quartiles, **institutions in the fourth quartile should not be considered low performing.** Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. The institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program. Title II reporting requirements do not require quartile rankings for alternative route programs.

The overall summary pass rates for program sponsors for traditional teacher preparation programs for the 2005-2006 academic year are high, from 86% to 100%, and the differences in the mean pass rates between quartiles are small. The overall summary pass rates for alternative preparation programs ranged from 88% to 100%. It is critical to note that pass rates at or near 100% are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and “program completers” by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA for traditional preparation programs range from 91% to 100%. Pass rates for the RICA for alternative routes to certification range from 92% to 100%. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by the CBEST and subject matter examinations is not acquired through the teacher preparation program. Due the nature of the CBEST and subject matter examinations, the expected pass rate was 100%. However, slight variances were found primarily due to administrative errors and/or reporting responsibilities.

Figure 2: Statewide Certification Data for 2005-2006

22,798 Total number of persons who received initial certification or licensure in the state during the 2005-2006 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	12,253
Single Subject	7,244
Education Specialist	3,301

3,081 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2005-2006 academic year.

Credential Type	Number
Multiple Subject	1,310
Single Subject	1,436
Education Specialist	335

Third-year Cohort Update

Title II requires preparation programs and state licensing boards to update pass rate information three years after first reporting the data on a particular cohort of program completers. The objective of this requirement is to capture data on teacher credentialing candidates who had completed a program of teacher preparation at the time of the original reporting cycle, but who had not yet passed one or more of the required examinations, and have since done so. In addition, Title II requires that the state report include a reranking of the quartiles for regular teacher preparation programs based on the updated pass rate data.

As such, Appendices A-3 and A-4 contain the third year cohort update for program completers in the academic year 2002-2003.

Assessing the Performance of Preparation Programs

Since the Ryan Act of 1970, the California Commission on Teacher Credentialing has been responsible for oversight of programs that prepare future educators. The form and substance of the Commission's system of oversight has changed substantially through the years. First established as a system of program approval conducted by staff and members of the Commission utilizing a detailed set of guidelines, the process evolved into an external assessment model that relied on K-12 professionals and parents of K-12 students using a discrepancy model to assess compliance with state adopted guidelines. Later the content of the guidelines shifted significantly towards broader issues of program quality. And finally, the current system of oversight was developed in the early 1990's with passage of SB 148 (Bergeson) and SB 655 (Bergeson) and adoption of the current accreditation policy document, *Educator Preparation for California 2000: The Accreditation Framework*.⁹

Since the adoption of the *Accreditation Framework* in 1993, the Commission has maintained a comprehensive accreditation system that includes regular, rigorous reviews of the more than 80 colleges and universities and nine school districts that sponsor educator preparation programs. The Commission's accreditation system holds *all* teacher preparation programs to the same standards of quality and effectiveness.

In December 2002, however, the Commission postponed all accreditation visits through June 2004 with the exception of those seeking initial accreditation and institutions seeking NCATE accreditation. In March 2004, the Commission extended this postponement through the 2005-2006 state fiscal year. In August 2006, the Commission took action to restart state accreditation site visits for all program sponsors beginning in 2007-08. To a large measure, these actions were taken because all institutions offering educator preparation in California had recently completed an exhaustive review to ensure compliance with the new SB 2042 standards: subject matter and teacher preparation. These actions not only allowed institutions and program sponsors of educator preparation programs an opportunity to focus on implementing the new standards, but provided the Commission with much needed short-term budgetary relief during the most serious budget crisis ever encountered by the state. Perhaps most importantly, this postponement allowed the Commission to focus its limited resources on reviewing its current system of accreditation in light of new realities.

Beginning in January 2004, the Commission began a process of reviewing its existing system of accreditation. There are a number of reasons for this review. An independent evaluation of the accreditation system, mandated by California state law, had been completed in 2003 by the American Institutes for Research which contained findings and recommendations that needed consideration. In addition, it had been nearly a decade since adoption of the *Accreditation Framework* and thus, proved prudent for the Commission to review its policies and procedures. Additionally, since the adoption of the *Framework*, the policy environment related to accountability in education had changed significantly – both at the federal and state levels. Review has been completed and recommendations presented to the Commission on October

⁹ *Educator Preparation for California 2000: The Accreditation Framework* is available on line at http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf.

2005. The Commission received the recommendations and took action in August/September 2007 to adopt a revised accreditation system in Fall 2006.

This section of the report describes the Commission's current accountability system and the criteria and procedures used for assessing the performance of teacher preparation programs within the State. Currently, all teacher preparation programs have been deemed to conform to the provisions of SB 2042 and have incorporated the standards of program quality and effectiveness adopted by the Commission in 2001 and 2002.

Criteria for Assessing the Performance of Teacher Preparation Programs

The State implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation. The Commission additionally adopted a unitary accreditation system that holds institutions accountable for the quality of their educator preparation programs. The Commission requires all sponsors of teacher preparation programs to meet the same standards of quality and effectiveness.

The Commission's accreditation system is designed for the purposes of:

- Assuring the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practice, and that these components of educator preparation are oriented to the needs of the state's elementary and secondary students;
- Ensuring that future educators have acquired the abilities and perspectives essential for service in California's public schools;
- Assuring that the preparation of future educators is appropriate for the assignments made in our public schools; and
- Contributing to a broader effort to enhance the personal stature and professional standing of all members of the education profession. Assuring the public that all programs utilize data-driven decision making to guide program improvement.

California's accreditation system is governed by an *Accreditation Framework* adopted by the Commission. This framework advances the quality of educator preparation through the creation of an integrated accreditation and certification system. Under the Commission's accreditation system, institutions are required to meet eight Common Standards of program quality and effectiveness that apply to all credential programs, and must also meet specific program standards of quality and effectiveness that apply to various educator preparation programs that may be offered.¹⁰

¹⁰ Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at <http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

Alignment with National Standards

The Commission established a partnership agreement with the National Council on the Accreditation of Teacher Education (NCATE) and regularly conducts merged accreditation visits for those institutions seeking national accreditation concurrently with state accreditation. Currently twenty-two of California's institutions have NCATE accreditation and additional institutions are working toward NCATE accreditation.

California's partnership with this national accrediting association provides for merged state and NCATE reviews of teacher education programs and institutions for the purpose of achieving savings in time, effort, and expense while promoting collaborative efforts to implement rigorous teacher preparation standards. One of the requirements of the agreement is for the State to demonstrate how its standards are aligned with the standards established by NCATE. For California institutions pursuing initial or seeking renewal of NCATE accreditation, the partnership has served to reduce the duplication of effort and paperwork that would otherwise occur under separate state and national reviews, by allowing institutions to submit a single set of documents for joint accreditation reviews.

Procedures for Evaluating Teacher Preparation Programs

Accreditation visits are normally scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs meet established standards. In preparing for an accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review teams consisting of two to fifteen trained volunteers who are appointed from higher education and K-12 and reflect the range of programs offered at the institution. During the course of the accreditation visit, the review team gathers information about the quality of the education and credential programs at the institutions. Sources of information include written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. At the conclusion of the accreditation visit, the review team submits its recommendation to the Commission's Committee on Accreditation, which has the statutory authority to make the accreditation decision.

After reviewing the recommendation of an accreditation team and an appropriate institutional response, the Committee on Accreditation makes a decision about the accreditation of educator preparation programs at an institution. The Accreditation Framework, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the Committee on Accreditation makes one of five decisions pertaining to each institution:

Accreditation – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.

Accreditation with Technical Stipulations – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational,

administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.

Accreditation with Substantive Stipulations – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.

Accreditation with Probationary Stipulations – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions accredited with technical, substantive, or probationary stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that they have taken action to address the stipulations. In the case of substantive or probationary stipulations, institutions are also required to prepare for a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit. The report of the actions to address the stipulations and of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation decision took place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the Committee on Accreditation that includes the submission of a complete institutional self-study report. The self-study must clearly show how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

Criteria Used to Classify Programs as Low Performing

The Committee on Accreditation monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low performing institutions:

Low Performing Institutions - An institution that is determined by an accreditation review team and the Committee on Accreditation to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required to submit a formal application and demonstrate that the problems identified in the original institutional review have been addressed.

At Risk of Becoming Low Performing – An institution that is determined by an accreditation review team and the Committee on Accreditation to receive Accreditation with Probationary Stipulations is at risk of becoming a Low Performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has no teacher preparation programs classified as low-performing or as being at risk of being so classified.

Current Activities

As previously discussed, the Commission is currently in the process of conducting a review of its existing accreditation policies and procedures to ensure that they provide the most efficient and effective means of ensuring quality in California teacher preparation programs. In January 2004, the Commission directed the Committee on Accreditation to consider options for conducting a review that would ensure that the process was open, inclusive, and transparent. In May 2004, the Committee on Accreditation submitted to the Commission for its consideration three potential options for moving forward with a review. At its May meeting, the Commission approved one of the options that called for the formation of an accreditation study work group comprised of various stakeholders representing higher education, alternative teacher education program sponsors, and K-12 administrators and educators. The review took into account the following: issues raised by the Commission, stakeholders, and members of the general public regarding the current accreditation system; the current educational environment characterized by a demand for greater accountability, including quantifiable indicators of program quality and effectiveness; current research and best practices in accreditation including greater emphasis on effectiveness and performance; the current standards-based approach to educator preparation and the learning

to teach continuum as envisioned and implemented by SB 2042; and finally, a design concept that recognizes the fiscal environment in which the Commission and educational institutions must operate in California. Federal initiatives such as the No Child Left Behind Act and the upcoming reauthorization of the Higher Education Act, including the Ready to Teach Act, were also taken into consideration in the review.

The review has been completed and recommendations presented to the Commission on October 2005. The Commission requested additional stakeholder feedback, which staff acquired during December 2005 to February 2006. Results and recommendations were presented to the Commission at the April 2006 meeting. The Commission adopted six of the recommendations at the August 2006 commission meeting. The six adopted recommendation were as follows:

- 1) To revise the *Accreditation Framework* to define the purposes of accreditation system. The purposes are to ensure accountability; to ensure high quality and effective preparation programs; to ensure adherence to credential standards; and to encourage and support ongoing program improvement.
- 2) To maintain the current roles and responsibilities of the Commission and the Committee on Accreditation as defined in California Education Code Sections 44372 and 44373 (c) but improve the communication between the COA and the Commission.
- 3) To modify the system such that accreditation becomes an ongoing activity instead of a once every six year event. The ongoing cycle will be focused on accountability, meeting standards, and data driven decision making. Each institution's prior accreditation report and continuing data reports will be considered in the accreditation system.
- 4) To adopt an accreditation cycle and activities as follows:
 - (a) Revise the accreditation cycle from a single site visit once every 6 years to a series of accreditation activities over the course of 7 years;
 - (b) Revise the cycle from a 3-4 day comprehensive site visit conducted every six years to a system that includes annual data collection by the institution or program sponsor;
 - (c) Require program sponsors to submit biennial reports to the COA;
 - (d) Retain and revise the review of documents submitted by all credential programs in the 4th year of the 7 year cycle;
 - (e) Retain and revise a site visit in the 6th year of the cycle focusing on Common Standards and where needed, Program Standards; and
 - (f) Use the 7th year in the cycle for required follow up.
- 5) To revise the system such that it addresses unit accreditation and enhances program review.
- 6) To establish consistency in the system by including all credential and certificate programs in the accreditation process. The Commission voted to approve this recommendation in concept, with the understanding that additional work needed to be done by staff and the stakeholders on implementation of this recommendation. The Commission credential areas for which this recommendation applies are Designated Subject Programs, Guidelines-based Professional Administrative Services Credential Programs, Fifth Year Programs, Induction Programs, and Subject Matter Programs. Numerous issues remain unresolved at this time with respect to full implementation of this recommendation.

At the September 2006 Commission meeting the Commission adopted an additional six recommendations. Staff has been working to implement the revised accreditation system beginning in the 2007-08 school year and should be taking action to revised the accreditation system in Fall 2006. Any changes adopted by the Commission will be reported in the 2006 Title II report.

Waivers of State Certification Requirements

During the 2005-2006 academic years, there were over 307,000 teachers teaching in California's public schools.¹¹ Census 2000 revealed what most Californians already knew -- that the state's population had grown dramatically over the past decade. That rapid growth was accompanied by similar growth in enrollment in the state's public school system, such that California public schools now educate approximately 6.32 million school children. Both the rapidity of the growth and the size of the school age population, coupled with natural attrition in the profession and class size reduction initiatives, contributed to a teacher shortage in the state. Although California instituted several important initiatives and programs to recruit, prepare and retain qualified teachers, California's teacher shortage created a need for many schools and school districts to meet staffing needs through the employment of individuals who do not hold a teaching credential.

In recent years, California has made substantial progress in reducing the number of public school teachers who are teaching with less than full certification. According to the Commission's *Teacher Supply in California 2005-2006: A Report to the Legislature*, the number of emergency teaching permits issued was 6,815 which is a 12 percent decrease from 2004-2005.¹² It was the fifth consecutive year, since class size reduction was implemented in California in 1996, in which the total number of emergency teaching permits decreased over the previous fiscal year. In addition, the report notes that during fiscal year 2005-2006, 287 teaching credential waivers were issued to public schools (excluding day-to-day substitutes), down from 475 issued in 2004-2005. This represents a 40 percent decrease over fiscal year 2004-2005. (Note: In the *Annual Report Card on California Teacher Preparation Programs for Academic Year 2002-2003*, the information reported on emergency permits and waivers included all permits and waivers, except for day-to-day substitutes, not only teaching permits and waivers. The totals reported in the prior report included permits and waivers issued to administrative services, pupil personnel services, and clinical or rehabilitative services credentials).

Despite the progress, ensuring that each and every classroom in the state is staffed by a highly qualified, competent teacher continues to be a challenge, but one in which the attention of all in the education community is focused. Significant dialogue at the highest levels of state government has taken place over the past year regarding (1) how to ensure a greater number of fully credentialed, highly qualified teachers as defined by Public Law 107-110: No Child Left Behind Act (NCLB), and (2) how schools and districts can meet staffing needs in the absence of a highly qualified teacher. These discussions have included public officials, teacher preparation programs, K-12 administrators, teachers, and human resource directors as well as credentialing experts.

Since the State Board of Education adopted the State Plan for meeting the requirements of the NCLB last year, the Commission on Teacher Credentialing has considered numerous policy and programmatic changes in order to align credentialing requirements with NCLB, particularly as it relates to emergency permits and waivers. After meeting numerous times with stakeholder

¹¹ *Fact Book 2006 – Handbook of Education Information*, California Department of Education, 2005. Available on line at www.cde.ca.gov/re/pn/fb/documents/factbook2006.pdf

¹² *2005-2006 Annual Teacher Supply Report*. Available on line at: www.ctc.ca.gov/reports/TS_2005_2006.pdf

organizations, the Commission adopted the policy that emergency permits will not be initially issued or renewed after June 30, 2006. Because of the reality of the insufficient number of credentialed teachers available to every district, the Commission staff is currently working with the field to establish a more stringent provisional document to address unanticipated and chronic staffing needs. It is anticipated that the Commission will also soon review the requirements for credential waivers. Future Title II reports will provide updates on this topic as the dialogue continues and statewide policies are determined.

For purposes of Title II reporting, this section of the report describes the policies that apply to persons teaching without full certification – policies and procedures that were in place for the reporting period 2005-2006.

Provisions for Persons Teaching Without Full Certification

Description of Waiver Categories

The Commission uses five types of documents that “waive” state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Individualized Internship/Special Temporary Certificates, Emergency Permits, Short-term Staff Permits, Provisional Internship permits, and Credential Waivers. All but the Credential Waivers will be phased out during 2005-2006. Public schools and school districts utilize these documents when they are unable to fill vacancies with credentialed individuals.

Table 11 describes the different categories and terms California uses for temporary waivers of state certification requirements.¹³ Each of the documents described in the Table requires individuals to make progress toward completing the requirements for earning a teaching credential while providing schools and school districts with flexibility in handling short-term and unanticipated staffing needs when credentialed individuals are unavailable.

Determination of Need

Schools or school districts that determine a need to hire personnel on an Emergency Permit or Waiver must submit a request in writing before the Commission will consider granting it. The Commission requires local employing agencies to file a Declaration of Need for Fully Qualified Educators with the Commission if they anticipate a need to hire non-credentialed individuals to temporarily fill teaching positions. Once the Declaration is on file, the employer may apply for emergency permits for qualified individuals. Additionally, employers who find the need to request a variable waiver of credential requirements in order to hire an individual must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents.**

¹³ Additional information about Emergency Permits may be found on line at: www.ctc.ca.gov/credentialinfo/topics/emergencies.html. Additional information about Emergency Permits and Waivers may be found on line at: www.ctc.ca.gov/reports/EPW_2003_2004.pdf.

Table 11: Waivers of Credential Requirements

Category name:	Duration	Times renewable	Description, including requirements:
Individualized Intern Certificate/Special Temporary Certificate	1 Year	4	<p>The Individualized Intern Certificate (IIC) was available at the request of an employing agency for individuals who verified the following:</p> <ul style="list-style-type: none"> • Possession of a bachelors degree • Passage of the CBEST • Completion of the subject matter requirement needed for the multiple subject or single subject teaching credential appropriate to the authorization requested. <p>On November 2, 2005, it was determined that the Commission did not have the authority to issue the IIC. Those who were currently employed based on this document, were issued a non-renewable special temporary certificate with the same expiration date as their IIC so there would be minimal disruption to the students.</p>
Emergency Permit	1 Year	4	<p>Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met certain requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the permit requested. All emergency permits require the holder to complete specific requirements in order to be eligible for a re-issuance of the emergency permit for another year.</p> <p><u>Requirements</u></p> <ul style="list-style-type: none"> • Possession of a baccalaureate or higher degree from a regionally accredited college or university; and • Passage of the CBEST. • Specific subject-matter requirements apply, depending on the permit requested. <p><u>Recent Commission Action:</u></p> <p>The Commission voted to adopt the policy that emergency permits will not be initially issued or renewed after June 30, 2006, consistent with the provisions of the No Child Left Behind Act.</p>
Short-term Staff Permit	1 Year	0	<p>The Short-term Staff Permit (STSP) became available on July 1, 2005. Created in response to the phasing out emergency permits, it allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully-credentialed teacher cannot be found.</p> <p>The STSP is only available at the request of an employing agency. Individuals may not apply to the Commission for this document. Holders of the STSP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic school, charter school, or statewide agency.</p> <p>The STSP is available in the areas of multiple subject, single subject, and education specialist. Individuals who were issued four or fewer emergency permits may be issued a STSP. Individuals who were issued five emergency permits do not qualify for the STSP.</p>

Category name:	Duration	Times renewable	Description, including requirements:
			<u>Requirements</u> <ul style="list-style-type: none"> • Possession of a bachelors degree • Passage of the CBEST • Completion of coursework for the permit type requested.
Provisional Internship Permit	1	1	<p>The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully-credentialed teacher cannot be found.</p> <p>The PIP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the PIP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic school, charter school, or statewide agency.</p> <p>The PIP is available in the areas of multiple subject, single subject, and education specialist. Individuals who were issued 4 or fewer emergency permits may be issued two PIPs as long as the employer requirements have been met. Individuals who were issued five emergency permits do not qualify for the PIP.</p> <u>Requirements</u> <ul style="list-style-type: none"> • Possession of a bachelors degree • Passage of the CBEST • Completion of coursework for the permit type requested.
Credential Waiver	Short term and Variable	0-3	<p>Credential waivers are utilized to fill certificated positions when more qualified individuals are not available. Education Code Section 44225 (m) authorizes the Commission to grant two types of waivers: short-term and variable term. Short term waivers give local agencies one semester or less to address unanticipated, immediate, short-term organizational needs by assigning fully credentialed teachers to teach outside their credential authorization. Employing agencies may grant a short-term waiver without prior approval by the Commission, provided it is one time only per individual, per class.</p> <p>Employing agencies are permitted to request a variable credential waiver only when qualified individuals and interns are unavailable and the employer is unable to find an individual who qualifies for an emergency permit. Variable waivers are generally issued for one calendar year and the individual on the variable waiver must demonstrate progress toward a credential by completing an examination or coursework toward the credential before the employer can be granted a subsequent waiver.</p>

Information on Waivers of State Certification or Licensure Requirements

The table below presents the aggregate number of individuals holding Pre-Intern Certificates, Emergency Permits, or Credential Waivers for each school district and for each grade level and subject area as of October 1, 2006. The table does not include the number of individuals who serve as day-to-day substitute teachers. Totals for individual subject areas may be higher than state totals due to individuals who are authorized to teach in more than one subject area. For example, the authorization for Bilingual Education requires certification in an additional subject area.

Table 12: Classroom Teachers with Waivers, by Category as of October 1, 2006

Reporting Categories	Total Number of Teachers ¹⁴	Number of Teachers Not Fully Certified ¹⁵
State Totals	307,864	6,602
High-Poverty Districts ¹⁶	83,772	1,873
All other Districts ¹⁷	224,092	4,729
Reading/Language Arts (elementary)	135,102	1,299
Arts -- All levels	3,971	59
Bilingual Education/ESL -- All levels	181,006	1,724
Special Education -- All levels	28,416	3,679
Career/Technical Education -- All levels	3,968	54
English/Language Arts -- Middle, Jr. High, High School.	26,356	594
Foreign Language Arts -- Middle, Jr. High, High School.	5,599	154
Mathematics -- Middle, Jr. High, High School.	19,486	737
Science -- Middle, Jr. High, High School.	15,099	546
Social Studies -- Middle, Jr. High, High School.	16,195	281

¹⁴ Data for "Total Number of Teachers" was obtained from the California Department of Education, California Basic Educational Data System (CBEDS) and is defined in Full Time Equivalent (FTE).

¹⁵ Due to the possibility of a persons holding more than one credentialing document, counts for the demographic breakouts (e.g. Elementary Education, Art, etc.) may add up to more than the total.

¹⁶ The list of high-poverty districts in California may be found at: www.title2.org/HighPoverty.htm

¹⁷ A list of California's 1,056 school districts may be found at: www.cde.ca.gov/schooldir

Alternative Paths to Certification

In recent years, California's teacher shortage challenge has prompted significant public debate about the manner in which California recruits, prepares, and retains talented individuals in the teaching profession. Much attention has been focused on identifying barriers that individuals face in becoming fully credentialed teachers and, as a result, a broad range of credential pathways have been implemented. There is widespread recognition that the traditional route to a teaching credential, that is, a post-baccalaureate teacher preparation program, is often difficult, if not impossible for many prospective teachers. In particular, non-traditional students such as those with maturity, those making career changes, those with family obligations, or those who cannot afford to forfeit crucial income while they complete their credential requirements, may find the traditional route to be especially onerous. In many cases, these programs appeal to individuals with a good deal of work experience in other fields and for whom traditional teacher preparation programs (those with coursework followed by student teaching) may be less suited than an integrated, experiential-based program. Without options, otherwise talented individuals, many of whom have specialized skills in selected subject areas, may be dissuaded from pursuing a career in teaching.

Within the California context, it is critical to distinguish between alternative certification and alternative paths or routes to certification. While California has *alternative paths* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject; (2) Single Subject; (3) Education Specialist; and (4) Designated Subjects Credential. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through the traditional means of completing a one-year post-baccalaureate program at an institution of higher education, a four to five year "blended" program that allows for the concurrent completion of subject matter and professional preparation, or a district or university sponsored intern program, the credentials issued are identical. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the teaching performance expectations prior to completing the program.

Perhaps the most common alternative route to teaching in California is enrollment in an internship program. Internship programs are designed to provide formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of internship programs, those offered by universities and those offered by school districts.

University internship programs are programs in which school districts, county office of education, and universities cooperate in providing one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire basic teaching credential and specialist teaching credentials by completing on-the-job training coupled with intensive professional development. Districts are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create a professional development plan for the interns in the program.

The Commission established the Individualized Internship Certificate in 2003. An Individualized Internship Certificate is granted to an individual who completes subject matter competence and is admitted to a teacher preparation program, but who is unable to be placed in either a university or district intern program. The college or university and the employer are required to provide supervision for those individuals on the Individualized Internship Certificate. This was phased out in 2005-2006. As of November 2, 2005, this option no longer exists.

In addition, the Commission administers the Paraprofessional Training Program that is designed to assist para-educators in becoming certificated classroom teachers, and the Pre-Intern Program which assists candidates in meeting the subject matter requirements for credentialing. Together, this network of programs has assisted California by expanding the pool of prospective teachers, assisted districts in addressing teacher shortage, and assisted individuals by facilitating the process of becoming a fully credentialed teacher in California. Due to the requirements of Public Law 107-110: No Child Left Behind Act (NCLB), however, the Commission, at its August 2003 meeting took action to phase out the Pre-Intern program.

Legislation enacted in 2001, SB 57 (Scott, Chapter 269 Statutes of 2001), allows qualified people to become multiple and single subject teachers by successfully completing the Teaching Foundations Examination (TFE) in their field and performance assessment in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, US Constitution, computer technology, basic skills, and character fitness to qualify for a credential, and, for the multiple subject, the RICA. Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a national test, scored in a manner consistent with California requirements, that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction. Individuals who pass this test may enter a state-funded teacher internship program, and be eligible for early completion of the program by passing the teaching performance assessment and being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that are recommended by the programs would be awarded a preliminary teaching credential. Candidates have an early completion option to earning a professional clear credential by completing the requirements of a state-approved induction program at a faster pace than traditionally required of the two-year program.

Improving Teacher Quality

This section of the report describes steps taken during the past year to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Implementation of SB 2042

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of California in decades. The Commission's extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, for elementary subject matter preparation for the multiple subject credential, for blended programs, and for induction programs, has been an enormous, yet critical undertaking for the future of education in California. It has involved a broad spectrum of educators from throughout the state, impacts all accredited teacher education programs in California, and has culminated in the adoption of new program standards aligned with the state's academic content standards for its K-12 pupils and new and more effective assessments for teacher education candidates. Ensuring that prospective teachers are prepared to teach to California's rigorous academic content standards is a central, and perhaps the most critical, component to improving academic achievement of all students in California.

All teacher preparation programs in the state and 154 professional teacher induction programs have now been approved by the Commission as aligned with SB 2042.

As previously referenced in this report, the Commission finalized the development of all subject matter requirements, standards, and examinations including the last phase, which encompassed business, agriculture, health, home economics, and technology. The Commission also developed a new single subject authorization in American Sign Language.

Alignment of State Requirements with Public Law 107-110: No Child Left Behind Act (NCLB)

The Commission on Teacher Credentialing and the California State Board of Education worked diligently for the past two years to ensure compliance with the requirements in the federal Public Law 107-110: No Child Left Behind Act (NCLB). In 2003, the State Board of Education adopted the State Plan for NCLB and the Commission took recent action to align California's teacher certification requirements with the State Board adopted plan.

The two major actions taken by the Commission over the past year related to No Child Left Behind Act are (i) the phase out of emergency permits, pre-intern certificates, and individualized internship certificates and (ii) changes in requirements for subject matter verification for Multiple Subject Teacher Credentialing candidates.

Verification of Subject Matter Competence

The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. The Commission acted to adopt a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, must meet the subject matter requirement by passing a Commission-approved examination. The only currently approved examination is the CSET: Multiple Subjects.

Emergency Permits

The section of this report entitled *Waivers of State Certification Requirements* discusses the significant progress California and its school districts have made in reducing the number of teachers teaching on an emergency permit or waiver. It notes that in 2005-2006 the number of emergency teaching permits decreased to 6,815 which is a 12 percent decrease from 2004-05. Likewise, the percentage of teaching waivers issued that same academic year decreased by 40 percent from the previous year.

Regardless of the progress being made, the Commission recognized the need to align credentialing requirements with the No Child Left Behind Act. As a result, the Commission met extensively with stakeholder organizations regarding the issue of emergency permits. As a result, the Commission voted to adopt the policy that emergency permits will not be initially issued or renewed after June 30, 2006. However, because of the reality of the insufficient number of credentialed teacher available to every district, the Commission staff is currently working with the field to establish a more stringent provisional document to address unanticipated and chronic staffing needs. Future Title II reports will include further information about any changes enacted as they relate to NCLB and as are appropriate for Title II reporting.

Other actions taken by the Commission to realign certification programs and processes to the State Board's Plan and the new federal law were outlined in last year's Title II report. They include the development of a new Degree Authorization in NCLB core academic subjects. This authorization meets the NCLB requirements for teachers in middle schools by either requiring a major in the subject to be taught or 32 semester units. The Commission also voted to phase out the Pre-Intern Program by 2005-06 for teachers of record. Funding has been provided for this program for 2005-2006 and 2005-06 in order to accommodate second year pre-interns and those with a need for accelerated subject matter preparation, but no new first year pre-interns will be admitted into the program.

Other Recent Efforts

Laws that were passed during the 2006 legislative session that will affect teacher quality:

AB 49 (Benoit, Chapter 147, Statutes of 2006) requires the commission, upon the recommendation of a preliminary credential preparation program sponsor, approved by the commission, to issue a 2-year preliminary teaching credential or preliminary services credential to a candidate who is prelingually deaf and meets all of the requirements in law for the full, pertinent 5-year teaching or services credential, except that the candidate would be exempted from compliance with certain state basic skills proficiency testing requirements. The bill limits the holder of the credential to teaching or providing services to deaf and hearing-impaired pupils

who are enrolled in state special schools or in special classes for pupils with hearing impairments.

The bill requires the commission to develop criteria to verify the proficiency of persons credentialed under the bill. The bill requires the employing school district, county office of education, or state special school to appoint a 3-person panel, as specified, to verify the proficiency of holders of these credentials using the criteria the commission develops. The bill thereby establishes a state-mandated local program by imposing new requirements on school districts and county offices of education. The bill requires the commission, upon the employing local or state education entity's verification of proficiency, to issue a teaching credential for the remainder of the preliminary period and limited to the instruction of deaf and hearing-impaired pupils enrolled in state special schools or in special classes, or a services credential for the remainder of the preliminary period, limited to the provision of services to deaf and hearing-impaired pupils enrolled in state special schools or in special classes.

AB 2837 (Baca, Chapter 581, Statutes of 2006) requires the commission, commencing January 1, 2007, to issue preliminary and professional clear credentials in speech-language pathology to qualified individuals, in accordance with criteria specified in the bill. The bill gives the holder of a credential issued on or before January 1, 2007, the option of renewing the existing credential or updating the credential to satisfy the requirements of the bill. The bill makes the credentialing provisions operative when the Attorney General issues an opinion holding that the credential requirements in the bill are equivalent to the requirements of a specified provision of federal law.

SB 1209 (Scott, Chapter 517, Statutes of 2006) is an omnibus education bill impacting thirty different provisions of the Education Code. SB 1209 addresses the following areas specific to programs and operations of the California Commission on Teacher Credentialing:

1. Professional growth requirements for the renewal of professional clear credentials.

SB 1209 directs school districts to encourage teachers to participate in professional growth activities that align with the descriptions of professional growth requirements in section 44277. This pertains to all teaching and service credentials, including designated subjects credentials. The requirement for professional growth remains for child development permits.

2. Requirements for out-of-state and out-of-country prepared teachers

SB 1209 changes the options available to out-of-state prepared teachers by directing the Commission to issue a five-year preliminary credential to a teacher who meets the following requirements:

- Earned or qualified for a teaching credential in a state other than California (multiple subject, single subject or education specialist teaching credential).
- California requirements for fingerprint and character and identification clearance.
- Basic skills requirement in the state in which the out-of-state credential was earned or received a passing score on the Scholastic Aptitude Test-Reasoning Test (SAT), American College Testing (ACT) or Graduate Record Examinations (GRE) (in accordance to passing standards set by the SPI), or CBEST. If the basic skills requirement is not met through the methods just noted, the employing agency (LEA) can administer a district basic skills exam and, as is currently practiced, the basic skills requirement must be met within the first year of the validity period of the credential or the credential becomes invalid.

3. Teaching Performance Assessment (TPA)

SB 1209 requires that the TPA be instituted as a statewide requirement for teacher preparation programs beginning July 1, 2008. The Commission is further required to ensure that each TPA 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 blended into the preparation program.

4. Professional Clear Credential Requirements

The bill 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. SB 1209 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.

Overview of Institutional Reports

The institutional report cards contained in Appendix B of this report represent the efforts of the 87 postsecondary institutions and school districts that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2005-2006 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with the requirements of the U.S. Department of Education and the State.

The reports provide:

- Qualitative and contextual information regarding teacher preparation programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2005-2006 reporting period;
- Pass rate data for all assessments used by the state for initial credentialing; and
- Three year updated pass rate data for the 2002-2003 cohort.

Institutions are responsible for the content of their respective qualitative data included in the reports. In addition, because of differences in budgeting, assignment practices, and institutional procedures, the quantitative data regarding candidate-supervisor ratios should be interpreted with caution. These data may not reflect the quality of interaction between candidates and the individuals who are assigned to supervise field experiences.

Appendix A

Assessment Pass-rate Data for Teacher Preparation Programs

**Appendix A-1: Pass-Rate Data for Regular Teacher Preparation Programs
Academic Year 2005-2006**

**Appendix A-2: Pass-Rate Data for Alternative Routes to Teacher
Certification
Academic Year 2005-2006**

**Appendix A-3: Pass-Rate Data for Regular Teacher Preparation Programs
Academic Year 2002-2003, Third Year Cohort Update**

**Appendix A-4: Pass-Rate Data for Alternative Routes to Teacher
Certification
Academic Year 2002-2003, Third Year Cohort Update**

This appendix is available in electronic form only at www.ctc.ca.gov.

Appendix B

Institutional Reports for the Academic Year 2005-2006 and Third Year Cohort Update for 2002-2003

This appendix is available in electronic form only at www.ctc.ca.gov.