
3B

Action

Professional Services Committee

Fifth Year of Study Program Standards and the Option of Extending a Preliminary Multiple or Single Subject Credential

AGENDA INSERT

Executive Summary: This agenda item continues the discussion held at the June 2007 Commission meeting related to the SB 2042 reform and the routes to earn the Clear Multiple or Single Subject Teaching Credential. Part I brings forward the recommendation from stakeholders to add two additional program standards to the Fifth Year of Study Program. Part II presents a plan for the availability of a three year extension of the preliminary credential.

Recommended Action: That the Commission adopts the recommendation from stakeholders related to the Fifth Year of Study Program Standards and direct staff to move forward with regulations for a one-time extension of the preliminary credential.

Presenters: Terry Janicki, Consultant and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

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

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

November 2007



November 5, 2007

Dr. P. David Pearson, Chair
Commission on Teacher Credentialing
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Sacramento CA 94244-2700

Dr. Pearson:

November 2007 CTC Meeting: Agenda Item 3B

I. Extension of SB 2042 Preliminary Credentials

The issue of the conversion of Preliminary SB 2042 credentials has been with us since the inception of the SB 2042 programs. The situation only became more complicated with the passage of AB 2210 in August 2004, which established employment as a teacher of record in California as a prerequisite to any action by the holder to clear the credential.

We would like to thank the CTC staff and the Commission for taking action to preserve the Commission's long tradition of protecting the interests of individuals who have earned a California credential. One of the key aspects of that tradition has been a genuine reluctance on the part on the Commission to permanently remove any authorization from an individual who has legitimately earned it.

The members of CCAC are responsible for providing direct, face to face advice to every person who completes an SB 2042 credential program in California. These personal relationships make us particularly aware of the vital importance of communicating Commission policy in a timely and accurate manner to individual program participants.

We also appreciate that the Commission has followed another one of its traditions in forming a stakeholder group to address this important issue. However, in this specific instance we believe it is possible that a key stakeholder group has perhaps been overlooked in the development of the suggested policy. The group most impacted by any policy the CTC may adopt on extension issue are the holders of the Preliminary SB 2042 documents themselves.

Any SB 2042 extension policy the Commission adopts needs to be one that reassures current credential holders, those enrolled in teacher preparation programs now and those considering entering programs in the future, that abstract time limits will not be imposed on their ability to use their credentials. They also need to be reassured that the availability of employment in the short term will also not limit their options.

We request that before a final decision is made on this important question, steps be taken to find out what the credential holders themselves feel both about the proposed solution and about possible alternative solutions. If the proposed policy does not genuinely respond to the needs of the credential holders themselves, the recruitment of new teachers to the field could be significantly impacted.

As we are responsible for interpreting CTC policy to the field, we believe it would also be helpful to know exactly how many individuals fall into the group who may need an extension to their documents. Therefore we request that staff report on how many SB 2042 credentials were issued in 2003, 2004, and

2005 and how many of those documents have not yet been converted to clear credentials. It would also be helpful if this list included the subject area authorizations for the Single Subject Credentials. As the agenda notes, it has been assumed that employment is widely available to new credential holders and this data would provide an important check on that assumption.

Once the Commission adopts a policy on this issue, we strongly urge that the policy be clearly communicated to the field and to credential holders. If the extension policy is adopted, it is particularly important that prospective employers understand that what appears to be a “lapsed” credential can be re-instated upon employment. Job applications often receive cursory attention by prospective employers and if it were not clear the “lapsed” credential actually was still valid and the holder was still “credentialed” the actual employment prospects of this group would be nil, whatever the official CTC policy might be.

II. Fifth Year Program Standards

As noted above, CCAC members explain Commission policy directly to credential holders. As the Fifth Year programs are modified, our members need specific information so that the advice we provide is both accurate and timely. On that basis, we would like to pose the following questions concerning the proposed Fifth Year Program changes:

1. Has the official definition of the term “Fifth Year” changed with the transition to SB 2042 programs? Does the 30 semester unit post-baccalaureate degree requirement continue to be an element of the Fifth Year program under SB 2042 as it was for the Ryan credentials?
2. When the SB 1209 changes are fully implemented and the emphasis in BTSA/Induction programs shifts from the provision of advanced knowledge in the areas of English Learners, Computers, Health and Mainstreaming, to the application of the knowledge already learned in those areas in the Preliminary program to the classroom, will the Fifth Year Program Standards 1 to 4 continue to exist as written or will the Fifth Year Programs also shift to an application model?
3. How many of the currently approved SB 2042 Fifth Year programs are actively accepting students and providing services?
4. If the proposed new standards are adopted by the Commission, does staff anticipate that the new standards lead to an increase or decrease in the number of programs actively operating and open to registration?
5. Would the cost of those programs using the new standards be significantly changed?

We believe that this last question is particularly important as a practical matter. In one sense, BTSA/Induction is the state funded option to clear an SB 2042 credential. The Fifth Year programs are an unfunded option, paid for by the new teacher, and the public schools cannot provide employment to all credential holders. While BTSA/Induction is currently almost universally available in public school settings today, SB 2042 recognized the BTSA/Induction may not always be fully funded. The Fifth Year option was also intended to cover a gap in state funding.

Until some idea of the costs, if any, related to the proposed new standards is provided the consequences of their adoption on the field and the possible recruitment of new teachers cannot be accurately estimated.

Sincerely,

Franell Prather
President
Credential Counselors and Analysts of California